Southeast
Regional College

ANNUAL REPORT

2006–2007

VISION

Leading the way, reaching people and communities through the power of learning.

MISSION

To provide access to learning experiences and information that enable people and communities to meet the realities of today and create opportunities for tomorrow.

To achieve this...

We ***serve learners*** by using our strengths and expertise to create student-focused programs and facilitate access to programs developed by others.

We ***support communities and people*** by providing learning experiences that help them to develop and adapt to change.

We ***support*** our colleagues with cooperation, teamwork, encouragement, and mutual respect.

We ***provide collaborative, innovative leadership*** in creating and ensuring learning opportunities.

VALUES

We believe living is learning, and everyone should have the opportunity to learn. Access to knowledge and information is vital to health, growth, and development for individuals and communities.

We believe our plans and programs should be community based. We involve communities and community based groups in the college, and we provide support to them through community development and the use of community resources. Our activities are focused on the needs of the learners and the clients we serve. We seek partnerships and collaboration, and we practice decision-making that is open, honest, participative, and inclusive.

We place a high value on flexibility and innovation. Our programs and services are responsive to the changing needs of communities and individuals. We welcome change as opportunity, and we act as agents of positive change that reflects our vision, values and mission.

We place a high value on a positive and professional environment. Our everyday attitudes and behaviors reflect enthusiasm towards learning and work, a sense of humour in the face of challenges, and enjoyment in the company of colleagues and those we serve. We are committed to professional development.

We respect people. We appreciate diversity and encourage tolerance. We recognize individual contributions. We treat people fairly and equitably.

TABLE OF CONTENTS

Letter of Transmittal	**4**
Board Report	**5**
Operating Highlights from the President	**7**
Programs and Services	**11**
Campus by Campus Reports	**16**
Accountability Tables	
Ends #1-5 with Performance Measures and Results	**31**
Equity Participation Enrollments by Program Group	**40**
Student Success by Program Group	**42**
Equity Participation Completers and Graduates	**44**
Workbased Training	**45**
College Staff	**46**
Financial Information	**49**
Management Responsibility	**50**
Auditor's Report	**51**
Financial Statements	**52**
Glossary of Terms	**65**
Campus Locations	**66**

LETTER OF TRANSMITTAL

Southeast Regional College

December 5, 2007

The Honourable Rob Norris
Minister of Advanced Education, Employment and Labour
Saskatchewan Advanced Education & Employment
Room 322, Legislative Building
2405 Legislative Drive
Regina, SK S4S 0B3

Dear Minister Norris:

On behalf of the Southeast Regional College Board of Governors, I am pleased to present our Annual Report for the year ending June 30th, 2007, in accordance with Section 16 of the Regional Colleges Act and Section 14 of the Regional College Regulations.

Respectfully submitted,

D. Packet

Debbie Packet
Chairperson, Board of Governors
Southeast Regional College

BOARD REPORT

Debbie Packet, Chairperson

The 2006-07 year was one of progress and growth for Southeast Regional College. The College's success in educating students and addressing labour market needs in the region was a result of both an entrepreneurial mind-set and hard-working, innovative teams.

During July 2006, Dale Felgate of Estevan and Sheila Sterling of Antler were appointed to the Southeast Regional College Board for three-year terms. The College bid farewell to Charlotte Hookenson of Kisbey and Tom Bear of Whitewood. Their participation and commitment to the Board, the College and to the students of the region was very much appreciated.

Board recruitment began in the new year, with a list of criteria being developed in order to focus recruitment efforts. A "position paper" was also created that 1) promoted Southeast Regional College's Board Recruitment policy, 2) suggested more timely and pre-scheduled governor appointments, and 3) would allow Boards to recommend Chair appointments from within the existing Board.

In order to provide Board members with the tools necessary to guide the operation of the College, emphasis was put on Governor Orientation and Development training. Some of the events included:

- Governor Orientation, Assiniboia—October 3, 2006
- Governor's Workshop, Saskatoon—October 12 & 13, 2006
- Advanced Education & Employment Board Training Committee, Saskatoon—April 19-20, 2007
- Aboriginal Awareness Workshop, Regina—January 31, 2007
- ACCC National Conference, Montreal—May 27-29, 2007

The Board established a Governor's Bursary of $660 to be allocated to students enrolled in full-time Vocational Technical, University or Basic Education programs at Southeast Regional College. Each board member donated one meeting per diem in order to fund the annual bursary.

2006-07 Board of Governors (left to right): Darcy Iversen (Ogema), Debbie Packet, Chairperson (Benson), Keith Zabolotney (Assiniboia), Christalee Froese, Vice-Chairperson (Montmartre), Sheila Sterling (Antler), Dale Felgate (Estevan).

Other activities throughout the year included advocating for the continuance of on-reserve Basic Education programs, pursuing approval of the outstanding CEO employment contract, reviewing best practices from Saskatchewan Regional Colleges and deciding on Board meeting rotations and community consultations.

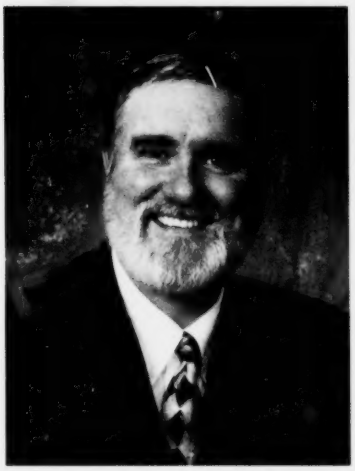
Southeast Regional College is focused on being responsive to education and training needs throughout the region, and providing innovative programs and services to learners, job seekers and employers.

The impressive results in this year's annual report are evidence of a visionary team of dedicated individuals committed to College growth and innovation.

2006-07 BOARD MEETINGS:

8	Regular Meetings
1	Annual Meeting
2	Special Meetings

OPERATING HIGHLIGHTS FROM THE PRESIDENT



Graham Mickleborough, President

It was an extremely busy year fueled significantly by a booming economy and further programming dollars received.

Planning and Accountability

The revamping of our *Planning and Accountability* processes—a comprehensive and disciplined process that empowers the Board of Governor's direction setting responsibility and ensures action and accountabilities, was completed. We have converted the Business Planning, Trimester, and Annual Reporting formats to the 13 accountabilities assigned by the Board of Governors to the President and CEO. Key Performance Indicators (KPI's) that gauge progress and measure results have been assigned to each accountability. Trimester monitoring of Progress versus Plans took place at the senior staff, Divisional, Presidential, and Board of Governors levels. Further, this "Development Planning Model" focused on the generative change that is required to maintain and enhance the organization's relevance in the marketplace.

Board and Executive gathered for Strategic Planning on October 31 through November 2, 2006. The primary focus was the recently completed regional needs assessment; the session allowed us to discuss our key mandate which is being responsive to our stakeholders, and also allowed quality time for such discussion. There was a feeling of pride both in our past accomplishments and excitement related to where the College is headed.

Southeast College hosted a "Post-Secondary Education Accessibility & Affordability Review" in Weyburn on December 14, 2006. The consultation was well attended and provided the opportunity to highlight our College and the important role we can play in improving access and affordability of post-secondary education in our province.

Programming and Development Highlights

At the invitation of the Department of Advanced Education & Employment, Southeast College submitted a supplement to its 2006-07 Business Plan in response to the question: *"If there were more resources, what could Regional Colleges do to quickly expand their capacity to address the urgent labour market needs in this province?"* The "Energy Sector Immigration and Training Program" (ESITP) proposal was presented at meetings to Minister Atkinson, Minister Cline, Minister McCall, and at various other high level stakeholder meetings. While the proposal has consumed significant human resources, a vision worthy of articulating is emerging.

Southeast Regional College is by far the largest provider of non-government funded programming to business and industry. This is the result of an entrepreneurial, customer-focused, sales-driven approach to training. The Energy Training Institute (ETI), an operating division of the College, has a well-earned reputation within the energy sector—credentials granted by ETI are industry recognized.

A major focus for ETI has been the proposed Training Ground. An internal committee was established to oversee research and development. A fully equipped Training Ground will increase our contribution to the economic development of the province. ETI intends to become a "full service training provider" to support the industry needs in an affordable, quality, applicable, readily (geographically) accessible manner. The end result would be to position the College System as a training supplier capable of fulfilling all of the training needs of the energy sector. This would mean Saskatchewan's training needs are being developed and delivered within the province.

Southeast, Cypress Hills, and Prairie West Regional Colleges formed a Tri-College Energy Sector Consortium to leverage our strengths as individual Colleges and better serve the technical and safety training requirements of the energy sector. The three Colleges, led by Southeast, jointly submitted a proposal to provide Rig Apprenticeship Training. Saskatchewan Apprenticeship and Trade Certification Commission selected the Regional College Consortium for the delivery of apprenticeship technical training for the newly designated trade of Rig Technician. Southeast College was pleased to be the first College to offer Rig Technician training in Saskatchewan.

Our programming personnel lead the efforts of all Regional Colleges in our bid to provide a multitude of safety training programs to SaskTel. This initiative resulted in 18 contracts province wide through SaskTel.

The "mid-year adjustments and expansion of training" announcement included approval for Southeast to run 5 new Vocational Technical programs and 4 new on-reserve Basic Education programs. This announcement represented roughly a 50% increase in our normal Vocational Technical programming and it doubled the current number of locations for Basic Education. We were excited about this expansion of our capacity as a Regional College. It allowed us to assist in addressing some of the skills shortage issues faced in our areas as well as assisting the Province to move forward in assisting our First Nations people to acquire their Grade 12.

Southeast Regional College continues to place a high priority on providing access to education and training for the Aboriginal communities in our region. The College has gained a significant profile increase with all First Nations in our region as a result of hiring an Aboriginal Consultant. The Consultant continues to build a network and ongoing advisory mechanism for First Nation groups to share their needs with the College. Benefits can also be measured in the long term relationships built with First Nations communities.

Further funding was secured for an Aboriginal Counsellor who will focus on our Aboriginal students. The Counsellor will be responsible for two on-reserve programs and Indian Head and will also work with students enrolled in technical programs offered on-reserve.

A proposal was developed for additional funds to continue on-reserve Basic Education programs for 2007-08 and we were successful in securing over $23,500.

With the economy changing radically, English as a Second Language (ESL) was in high demand. Requests for ESL for immigrant workers in Estevan increased a hundredfold and will continue to grow; requests for ESL in Weyburn also grew at an increasing rate. An ESL funding proposal was submitted, and the College was successful in its request. We did our utmost to offer quality programming in language training and keep up with the demand. Work has been done in partnership with Can-Sask to get Settlement Committees up and running in Weyburn and Estevan.

Another program highlight was securing exclusive world-wide training rights for Line Alert, being the sole provider of the on-line training course to Line Alert users from around the globe. The training program designed by the College standardizes the product so everyone is using it in the same way.

This year also saw our Vocational Technical and Basic Education graduations becoming more formalized and several combined grad ceremonies were held.

Southeast Education Foundation

The College has been hired by the Southeast Education Foundation to manage its affairs. We have taken over management of the Foundation, revised its Bylaws to focus its efforts on fund-raising for our students and set targets for fundraising. Dave Harazny was hired as the Executive Director of the Foundation and has scheduled two days per month for foundation visits. Staff in all regions have been engaged in the process of identifying potential donors. A very successful Early Safety Training Golf Classic raised just over $11,000 for the Early Safety Training Program.

Human Resources

2006-07 saw a change in 3 senior staff. Judi Jones, Dean of Academics retired at the end of the year; a succession plan ensured we were positioned for her replacement. We also wished the best to Terry Ludtke, General Manager of Business & Industry as he decided to pursue new opportunities. Ila Connery, Dean of Finance & Administration stepped down from her position due to health reasons and accepted a part-time Project Manager job. We were successful in planning as well as we could, and were very pleased to have Dalyn Sidloski step into the role of Dean of Finance and Administration.

Marketing

One of the opportunities realized from the regional needs assessment was public awareness. This was also reinforced through a Public Awareness Survey conducted in 2006. Public Awareness continues to be a major thrust in the upcoming year.

We are also trying to ensure we have a base to measure quality and a base for improvement. An Administrative Satisfaction Survey was completed to determine how satisfied our customers/students were with the service they received from the College. All students, whether full-time, part-time, or casual, complete an on-line or paper-based Student Satisfaction Survey.

Finance and Administration

Having developed the *IT* technology roadmap, the fiscal year was spent working on implementation of same. The roadmap focused on technology renewal and implementing industry best practices in process and service improvement. Some of the new services included: Helpdesk web portal; wireless implementation; real time, secured instant messaging within the College; Line Alert Web School web site; added 2 new video conferencing rooms; remote access to information via handheld wireless devices, and VPN client access for remote users. IT has become very supportive and forward thinking.

Our goal around *facilities* is to provide an environment conducive to learning. In the past year, funding was approved for major upgrades to the Indian Head campus. These upgrades included both heating/ventilation upgrades as well as image improvements such as lighting, flooring, painting and other general renovations. The Weyburn campus saw the completion of their ventilation upgrades.

We continue to experience capacity issues in both Assiniboia and Moosomin. As a College we are continuing to work to determine which project is of the highest priority. Capital funding has not yet been approved for either project.

The Facility Manager position was filled with duties to commence in 2007. It is expected that many facility issues that have been delayed in the past will begin to see more attention.

The *financial results* for 2006-07 show a deficit of $239,815 which is less than the anticipated deficit of $540,784.

On the revenue side, almost $1,044,000 was generated over plan. The College received an unplanned $172,741 increase in the general operating grant from the Department of Advanced Education and Employment to offset costs related to the new Collective Bargaining Agreement. On the programming side, unforeseen midyear funding from the Department of Advanced Education and Employment allowed for the running of unplanned Basic Education and Vocational Technical programs resulting in higher than planned revenue ($537,914). Once again, the Energy Training Institute, which provides safety training to business and industry, surpassed its' targets across the region.

On the expenditure side, higher than expected spending of $742,669 contributed to the deficit. The additional costs related to the unplanned programs result in a portion of this over expenditure as indicated by the higher than planned costs for agency contracts, equipment and resale items. A significant portion of this over expenditure is a result of higher than planned salary costs in both the administrative and direct program areas.

The deficit reduces the balance of the College's net assets to $1,863,303. Of this, $965,693 is invested in capital assets, $245,426 is unrestricted and $10,332 in externally restricted funds, relating to the agreement with Saskatchewan Building Officials Association regarding Building Code Training for Canadians, and $641,852 has been restricted by the Board for specific purposes.

A plan for the *utilization of our surplus* was previously approved. Below is a brief report on the progress related to this plan:

–expenditures to date

- $55,840 for upgrading administrative workstations
- $260,016 for IT review recommendations
- $16,454 for a display booth for tradeshows and events
- $49,942 for the confined space simulator
- $175,246 for development costs relating to Line Alert
- $262,244 for staffing plan
- $83,439 for facility image improvements

As of June 30, 2007, the Board of Governors has restricted funds for research and development of additional programming opportunities relating to Building Code Training for Canadians ($40,000); to fund the cost associated with the newly developed Facility Manager position ($107,733), Training Ground Consultant position ($50,000) and Project Manager position ($38,000); to continue to maintain our investment in information technology ($108,596); to fund anticipated 2007-08 research and development costs ($191,500); to address facility and image issues at the Indian Head campus ($25,000) and to address facility and capacity issues with other College facilities ($81,023).

Closing

Being market responsive has contributed to the success of Southeast Regional College. We are in touch with the market, with employers and employees and have been able to update and create programs that are market responsive. We were able to mount a significant amount of programming and its been a busy year. When opportunities arose, we rose to the occasion.

Our College's many accomplishments have been achievable directly because of the strength of each of our staff members, management team, and Board of Governors. I am so proud of our College and of each one of you!

PROGRAMS AND SERVICES

Skills Training—Institute Credit

This section contains a summary of programs and courses delivered in partnership with SIAST (Saskatchewan Institute of Applied Technology and Science). Full and part-time programs are included in the summary. The funding for full-time programs comes from SSEP (Saskatchewan Skills Extension Program) and other federal and provincial sources.

In the 2006-07 academic year the following full-time programs were offered throughout the region by Southeast Regional College. In the Big Muddy District, Business Administration, Electrical, New Media and Welding were offered. In the Moose Mountain District, programs included Business Administration, Power Engineering, Continuing Care Assistant and Hairstylist. In the TransCanada District we offered Electrical, Multi-Mechanical, Continuing Care Assistant, and Plumbing. The Coteau District offered Welding and Business Administration.

Southeast was fortunate to receive additional mid-year funding which allowed the College to offer additional full-time programs. The following programs were started in the 2006-07 academic year and will conclude in the fall of 2007. The programs included Power Engineering and Multi-Mechanical. There are additional programs made possible through the mid-year adjustments which will be offered in the 2007-08 academic year.

Employment continues to remain high in the southeast region which supports the demand for part-time credit training. Part-time training is offered at various locations throughout the region. Part-time credit programs offered in 2006-07 included Early Childhood Education Certificate and Diploma, Educational Assistant, Continuing Care Assistant, Office Education, Computer Works, and Heavy Equipment Operator.

When compared to the previous year, the College full-time student enrollments have increased by 73% and part-time enrollments have increased by 2%. Participant hours and FLE's (full load equivalents) increased by approximately 27%. The additional programs offered due to mid-year funding contributed to the increase in full-time student enrollments. Our region has experienced a significant increase in job opportunities, especially in the oil and gas sector.

Skills Training—Industry Credit

Skills Training—Industry Credit continues to be the major program area within the Business and Industry division, this year representing 77% of total casual students and 51% of total part-time student enrollments. As in previous years, the success of this program area can be attributed to the partnerships Southeast Regional College has established and maintained over the years. The College continues its solid relationship with the energy sector through the Energy Training Institute Advisory Board. This committee has been invaluable in assisting the College in identifying the present and future needs of the energy sector. The Early Safety Training Program continues to provide a cost effective means for young people in our region to attain safety certifications through the generous donations of a variety of businesses.

The safety certifications assist young people to learn how to work safely and secure employment. In the last year, we awarded 127 bursaries totaling $22,649. Southeast Regional College has built a strong relationship with Keiberg Incorporated to design and deliver web-based training for the safe installation and use of a product called Line Alert that has potential to be used world-wide. Line Alert is an indicator device used for locating an underground obstacle that ensures a high level of safety when excavating around buried pipelines and cable

line. Several demonstrations of the product have given rise to interest in various fields such as the oil and gas industry as well as the power industry.

The College continues to partner with Enform (formally called the Petroleum Industry Training Services), to deliver relevant training to the oil and gas sector. Finally, the College continues to work with Prairie Driver Training Services to provide truck driver training to clients in our region.

Enrollments for full, part-time, and casual students increased by 16% over the previous year and full-time load equivalents increased by 12%. As has been the case in previous years, the majority of this growth was realized from the delivery of safety training through our Energy Training Institute. This increase can be related to the steady increase in the oil and gas sector activity.

Skills Training—Work Based

Full Load Equivalents have doubled when compared with last year. This program area usually does vary from year to year; this year's change was primarily due to an increase in economic activity in this region.

Skills Training—Non-Credit

The Skills Training—Non-Credit program area contains courses delivered by the College which are categorized in the areas of Industry Non-Credit, Community/Individual Development, and Personal Interest Non-Credit courses. Less focus is placed on the latter two program areas. The Industry Non-Credit program area dropped by 20% in participant hours and full load equivalents. The primary reasons for this is because in the previous year we had a significant number of Asbestos Awareness programs and because we did not offer as many leadership and supervision courses.

Normally when employment is high within our region, Industry Credit and Non-Credit programs see registration increases while Institute Credit registrations decline. The oil and gas sector is extremely busy enabling the College to deliver more Industry credit and non credit programming especially safety training.

Adult Basic Education

Adult Basic Education makes it possible for individuals to return to the classroom to upgrade their education. Students enrolled in Basic Education programs have the opportunity to work at their own pace under the guidance of caring instructors. For many students Basic Education programs provide them with the opportunity to be successful in an educational environment. Students enter programs at various educational levels and with individual educational goals. Many students will enroll in post-secondary programs after participating in Basic Education programs. Adult Basic Education includes Literacy, GED (General Educational Development), ESL (English as a Second Language), Employment Skills, and Grade 10 and 12.

In 2006-07 the College offered four Basic Education programs located in Estevan, Weyburn, Moosomin, and Indian Head. The four programs offered grade 10 and 12 to adults in the region. All four programs had continuous intake which allowed students to enroll in the programs when they were ready.

A watershed event occurred in November of 2006. The College received $320,000 of additional funding to offer Basic Education programs on-reserve. The College doubled the number of Basic Education programs with the opening of four on-reserve programs in the spring of 2007. The programs offered were located at the following First Nations: Ocean Man, Ochapowace, Piapot, and Cowessess. A GED program was offered at the Pheasant Rump First Nation.

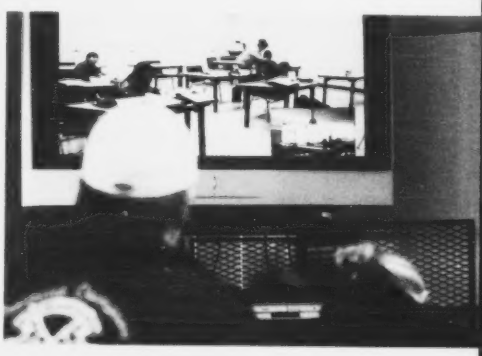
The Literacy Attendants were kept busy matching individuals with literacy and language needs with tutors. There were a total of 87 matches made in the region with the Estevan area experiencing the highest number of matches. English as a Second Language needs increased significantly due to the increased focus on immigration to meet the labour market demands. Thanks to a volunteer, the Weyburn Basic Education program was able to offer ESL classes to students in the Weyburn area. In June of 2007 the College began evening ESL classes in response to requests from businesses in the area. Classes were offered four nights a week and ran throughout the summer. As a result of the successful summer ESL classes in the Estevan area, classes will be continued in the fall of 2007.

University

As planned, the ICLN (Interactive Cyber Learning Network) was used more extensively in the 2006-07 academic year. By combining classes offered through ICLN. face-to-face, SCN (Saskatchewan Telecommunications Network) and online, students were able to complete their first-year University studies in Arts, Fine Arts, Education, Business Administration, Kinesiology and Heath Studies, Sciences, and Social Work. We were also able to make second year programming available to students registered in the Social Work faculty. The instructors teaching the ICLN classes traveled between Estevan and Weyburn in order to provide the "personal touch" to students at each campus. Our university instructors are a wonderful group and devote a great deal of time exploring the instructional methodologies that will work best with ICLN.

Off-campus students were also served very well through Campus Saskatchewan. Campus Saskatchewan provides the transferability that is needed from one institution to the next. We had University of Saskatchewan students taking University of Regina classes for transfer credit as well as University of Regina students taking classes out of the SIAST Business certificate program for transfer to the University of Regina classes. These classes included Economics and Statistics. All in all, there was never a shortage of classes for students at Southeast Regional College.

Student registrations in the fall of 2006 in Estevan were 26 in face-to-face classes and 42 in ICLN classes. In Weyburn, there were 41 in face-to-face classes and 74 in ICLN classes. The total fall university registration was 188 in 11 classes bringing the average number of students per class to 17.



Registrations in the winter semester of 2007 in Estevan were 49 in ICLN classes and in Weyburn there were 28 in face-to-face classes and 66 in ICLN classes. The face-to-face classes offered in Weyburn were Biology 101, Education Professional Studies 100 (students from Estevan drove to Weyburn for their Education class) and Indigenous Studies 101. Students in Estevan decided to take the Indigenous Studies through the online mode and were successful. There were 143 total registrations in 9 classes averaging 16 students per class.

The University students were pleased with the programming and will be entering second year in the fall. We have exciting university plans for the 2007-08 academic year including bringing Swift Current into our ICLN rooms. This will further aid in making class alternatives wider and viable. Swift Current will be hosting and presenting Chem. 102 and Estevan will be hosting and presenting Math 110. We look forward to a promising partnership with Swift Current. University will also be bringing a new class to the timetable in the winter of 2008—Film 100. Many students have requested this class and we are excited to be able to offer Film 100 to Estevan and Weyburn from the Fine Arts faculty.

Learner Support/Counselling

Southeast Regional College provides vocational, career and educational counselling to individuals and groups within the south east region.

Counsellors provide assessment, testing, workshops and one-to-one sessions to assist individuals in identifying interests, skills, and aptitudes. Counsellors assist individuals by providing information about careers, employment and job interview skills, educational programs/institutions, labour markets and funding options. Learners receive assistance in defining career goals and referrals where appropriate. Intake/assessment is performed as a team including student, counsellor and instructor. This procedure ensures that learners are receiving appropriate placements, learning supports and setting attainable goals.

The College is also proud to be linked to the Southeast Education Foundation, which provides scholarships to our students. We also continue to maintain a close working relationship with Career and Employment Services throughout our region.

The Canadian Agricultural Skills Service (CASS) Program was very busy throughout our region in 2006-07. Counsellors worked with many clients to develop individual learning plans and further training.

The College offers exam writing locations throughout the region for distance education students from learning institutions and corporations as needed. Learners have access to computers, technical support and testing rooms.

Education changes the lives of our students and counsellors work closely with instructors to guide students on their journey.

TEL (Technology Enhanced Learning)

Key accomplishments for development and delivery of TEL services during 2006-07 included:

- implementing two additional ICLN (Interactive Cyber Learning Network) classrooms between Estevan and Weyburn;
- piloting the delivery of 12 university courses via the ICLN between Estevan and Weyburn;
- continuing to deliver the first-year Business Administration certificate program via the ICLN;
- piloting the delivery of safety courses via the ICLN;
- developing training materials and implementing base-line training for all administrative staff and instructors using ICLN

ICLN classrooms were utilized from 8 am to 10 pm. To address the issue of providing IT support, Southeast College provided base-line training for all administrative staff, instructors, and the university advisor; adjusted staff hours to ensure a trained staff member was available for the duration of ICLN courses; had a staff member with technical expertise on-call for troubleshooting issues during evening hours; and piloted a student support system to turn equipment on and off.

Throughout the year, key lessons were learned that will help to inform future TEL service development. With the new technology, instructors were able to adjust the way they delivered courses. Instructors were provided with an "awareness" and "demonstration" session regarding the strengths and weaknesses of the ICLN, prior to designing their course materials. College staff solicited information regarding the instructor's traditional instructional style, material delivery, etc. and worked with the instructor to facilitate their course development and delivery. Instructors were paid an additional fee to help cover the cost of designing materials compatible for delivery via the ICLN. IT support and user training was critical.

It was also important that instructors had an alternative method to present their material in case the technology failed so that there was limited down-time. Alternative backup technologies were built into the classroom to ensure a seamless delivery.

Due to the current design of the ICLN, there are some limitations regarding what can be effectively delivered via the technology, e.g. video-clips impeded in PowerPoint presentations do not display well at the remote site. College IT and project staff are constantly researching and piloting new technologies to enhance the ICLN and/or address instructor and student concerns.

An emerging trend in TEL is expanding from a point-to-point delivery system to multi-point. Southeast College has been exploring the potential of a multi-point partnership with Cypress Hills College and the University of Regina to facilitate the delivery of university courses. The College has also explored the potential of expanding its ICLN to its rural campuses.

There is an expanding interest in using the ICLN. Due to the successful delivery of existing programming, as well as demographic and accessibility issues, the College has experienced an increased demand from its Business and Industry division to utilize the ICLN for its programming.

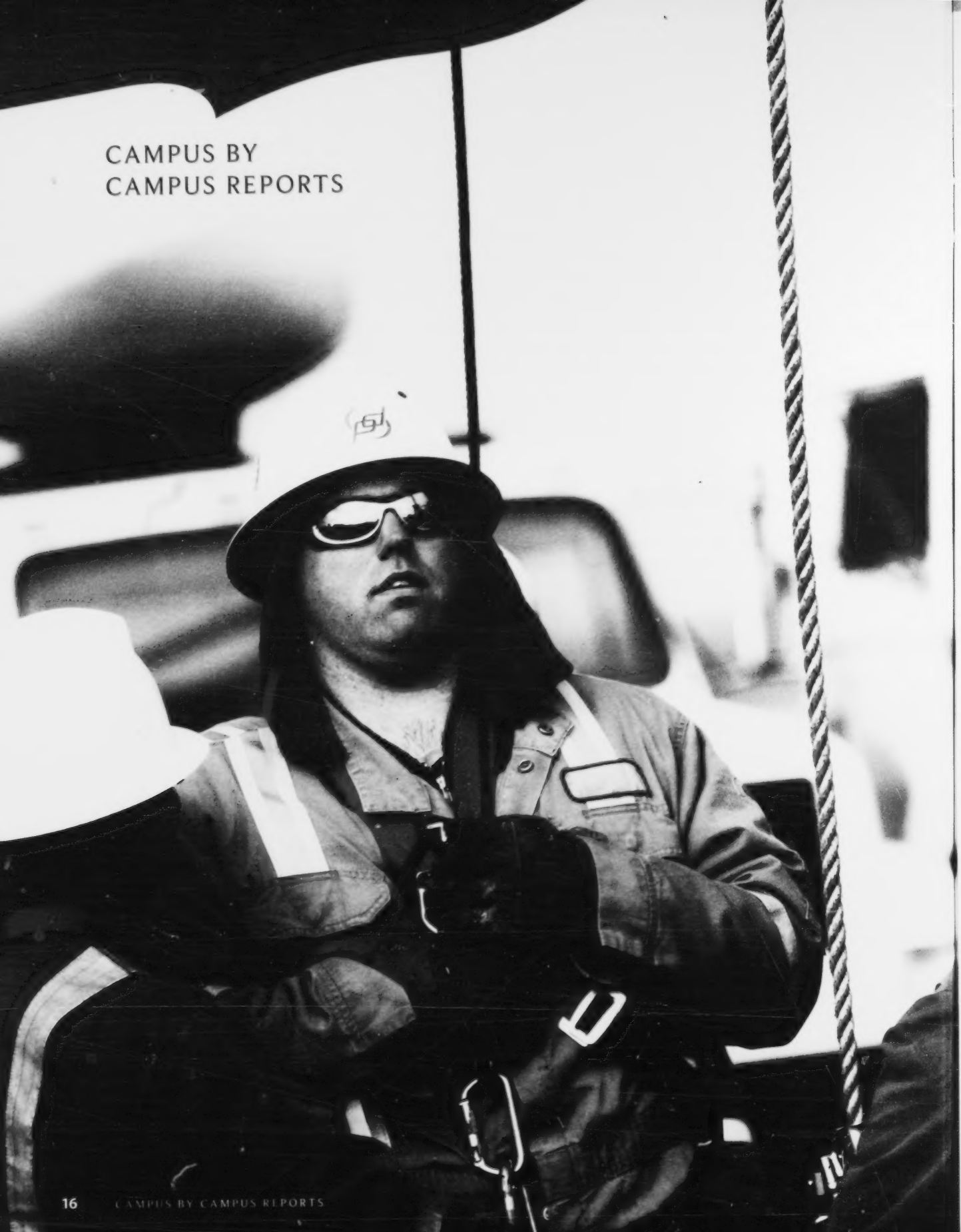
Recommended directions for future TEL services development include:

- ensuring compatible platforms and protocols for video-conferencing;
- venue and process for sharing information between colleges regarding TEL initiatives, video-conferencing implementation and troubleshooting, etc.
- providing capital funding to help off-set the costs of replacing out-dated technologies

Southeast Regional College
Comprehensive Enrollment by Program Group

		Actuals									
		2005-2006					2006-2007				
	Program Groups	Student Enrollment			Participant Hours	FLEs	Student Enrollment			Participant Hours	FLEs
		FT	PT	Cas			FT	PT	Cas		
Skills Training	Institute Credit										
	SIAST	85	283	16	147,044	163.38	147	285	6	186,399	207.11
	Other:		12		882	0.98		16		2,247	2.50
	Apprenticeship & Trade										
	Total Institute Credit	85	295	16	147,926	164.36	147	301	6	188,646	209.61
	Industry Credit										
	Total Industry Credit	2	764	3,000	83,654	348.56	3	741	3,632	94,136	392.23
	Workbased Training										
	Total Workbased Training	47			22,560	47.00	95			45,600	95.00
	Non-Credit										
	Total Non-Credit		264	1,274	37,329	155.54		254	1,065	31,240	130.17
Total Skills Training Credit		134	1,323	4,290	291,469	715.46	245	1,296	4,703	359,622	827.01
Basic Education	Basic Education Credit										
	Adult 12	85	36		73,018	81.13	72	37		76,833	85.37
	Adult 10	34	26		31,518	35.02	88	21		48,900	54.33
	Academic GED							7		2,184	5.20
	Total BE Credit	119	62	0	104,536	116.15	160	65	0	127,917	144.90
	Basic Education Non-Credit										
	Employability/Life Skills										
	English Language Training										
	General Academic Studies		29		2,129	5.07		26		1,388	3.30
	Literacy			23		n/a					n/a
	Total BE Non-Credit	0	29	23	2,129	5.07	0	26	0	1,388	3.30
Total Basic Education		119	91	23	106,665	121.22	160	91	0	129,305	148.20
University	*Total University*	34	55		15,720	40.31	29	71		15,756	40.40
Total		**287**	**1,469**	**4,313**	**413,854**	**876.99**	**434**	**1,458**	**4,703**	**504,683**	**1,015.61**

CAMPUS BY CAMPUS REPORTS



Southeast Regional College region is divided into four districts: Big Muddy, Coteau, Moose Mountain, and TransCanada. Each district delivers a variety of programs in the Skills Training Institute, Industry Credit and Industry Non-Credit areas. The districts have again completed another successful year. The following is a regional summary of the program activity by district.

BIG MUDDY DISTRICT

The campus for this district is located in Weyburn. The campus also serves as the head office for Southeast Regional College. The oil and gas sector continued to provide increased training opportunities for the district. An increase in the number of oil well drilling rigs in this area has created a need for more trained workers. Due to the increased number of employees coming back to southern Saskatchewan, construction has seen a large increase creating a need for trained workers. The partnership with Sun Country Regional Heath Authority continued to grow with staff training in Office Education, Continuing Care Assistant, and safety training courses. The ethanol plant in Weyburn also created training opportunities for the College.

Skills Training Credit

This area is comprised of full and part-time Institute Credit programs and Industry Credit courses. During the 2006-07 program year the campus delivered 6 full-time credit programs. These included New Media

Southeast Regional College
Comprehensive Enrollment by Program Group—Big Muddy Region

		Actuals									
		2005-2206					2006-2007				
		Student Enrollment			Participant Hours	FLEs	Student Enrollment			Participant Hours	FLEs
	Program Groups	FT	PT	Cas			FT	PT	Cas		
Skills Training	Institute Credit										
	SIAST	34	68		35,807	39.79	43	74	2	49,961	55.51
	Other:		4		474	0.53		4		621	0.69
	Apprenticeship & Trade										
	Total Institute Credit	34	72	0	36,281	40.32	43	78	2	50,582	56.20
	Industry Credit										
	Total Industry Credit	2	202	882	26,185	109.10	3	233	1,219	33,962	141.51
	Workbased Training										
	Total Workbased Training										
	Non-Credit										
	Total Non-Credit		62	252	6,909	28.79		93	266	10,210	42.54
Total Skills Training Credit		**36**	**336**	**1,134**	**69,375**	**178.21**	**46**	**404**	**1,487**	**94,754**	**240.25**
Basic Education	Basic Education Credit										
	Adult 12	22	11		19,965	22.18	19	6		17,684	19.65
	Adult 10	7	2		6,029	6.70	4	1		4,242	4.71
	Academic GED										
	Total BE Credit	29	13	0	25,994	28.88	23	7	0	21,926	24.36
	Basic Education Non-Credit										
	Employability/Life Skills										
	English Language Training										
	General Academic Studies										
	Literacy	n/a	n/a	n/a		n/a	n/a	n/a	n/a		n/a
	Total BE Non-Credit										
Total Basic Education		29	13	0	25,994	28.88	23	7	0	21,926	24.36
University	***Total University***	19	38		9,633	24.70	18	42		9,399	24.10
Total		**84**	**387**	**1,134**	**105,002**	**231.79**	**87**	**453**	**1,487**	**126,079**	**288.71**

Communications, Business Certificate, Pre-employment Welding, Primary Care Paramedic and two Electrical programs (due to the high demand). The Business Certificate program was delivered again using the Interactive Cyber Learning Network (ICLN) that connects Weyburn and Estevan campuses using the internet.

Part-time credit modules were also delivered during the 2006-07 program year. Modules in Continuing Care Assistant, Office Education and Early Childhood Education were offered to address the needs for certified employees in a variety of sectors.

Institute Credit programs compared to the previous year saw a 16% increase in student enrollments and a 39% increase in full load equivalents. Part-time credit also increased by 15% due to a larger demand for qualified workers.

Industry Credit training continues to be the main program area for the district with the majority being safety training delivered through our Energy Training Institute (ETI). This training will continue to grow if the oil and gas exploration remains at current levels. Evidence of growth of this program area within the district are found in the numbers which show a 34% increase in student enrollments and a 30% increase in full load equivalents when compared to last year.

Skills Training Non-Credit

The majority of courses offered in this program area are part of the program mix for ETI. The district achieved a 14% increase in student enrollments and a 48% increase in full load equivalents in Skills Training Non-Credit courses.

"Studying at the Southeast Regional College was a great transition from high school to higher learning and I am so glad I chose to be HERE!"

Kristine Sylvestre
1st year Business Admin

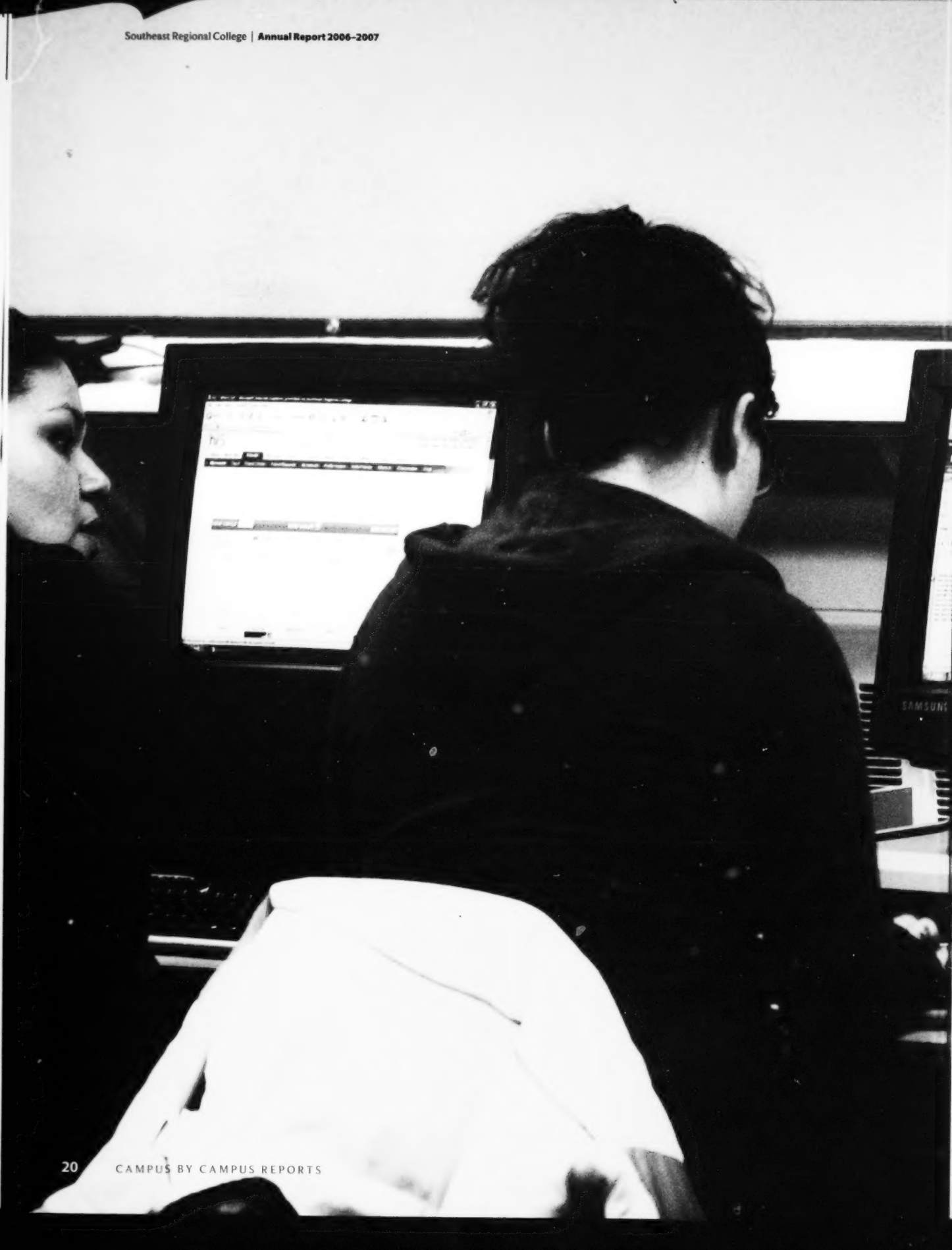
"I was enrolled in the Adult Basic Education program at Southeast Regional College over the past 2 years and have completed both Adult 10 and 12. Not only did I receive my high school education, but I was encouraged and acknowledged in my achievements as well. It was a life-changing experience for me!"

Rebecca Rivard
Weyburn Adult Basic Education

"I am a first year university student at the Southeast Regional College. I chose to stay home for my first year because I knew it would save money, and I enjoy the familiarity of Weyburn."

Candace Shirkie
Weyburn University Student

Multi-Mechanics program



COTEAU DISTRICT

The main campus for this district is located in Assiniboia. Programming in this district has increased in 2006-07 due to an increase in economic development and a strong demand for skilled workers in all areas of employment. Canadian Agricultural Skills Service (CASS) program has been a main contributor to increased demand for training. This district continued to set concentrated efforts towards offering more programming opportunities for outlying communities within the region.

Skills Training Credit

Skills Training Credit is comprised of full and part-time institute credit programs and industry credit courses. In 2006-07 the district offered two full-time programs Business Certificate and Pre-Employment Welding.

A total of 37 part-time modules were delivered throughout the district. During the year the campus delivered two Heavy Equipment Operator programs in partnership with the Town of Assiniboia. The Town provided in-kind contributions, which resulted in a successful training experience for students within these programs. The Heavy Equipment Operator program has proven to be a productive partnership for all participants.

Continuing Care Assistant, Computer Works, and Pesticide Applicator were also offered through part-time delivery. This form of delivery has proven to be successful for students, as the majority of students were

Southeast Regional College
Comprehensive Enrollment by Program Group—Coteau Region

		Actuals									
		2005-2006					2006-2007				
	Program Groups	Student Enrollment			Participant Hours	FLEs	Student Enrollment			Participant Hours	FLEs
		FT	PT	Cas			FT	PT	Cas		
Skills Training	Institute Credit										
	SIAST	19	61	12	38,217	42.50	17	54		33,236	36.93
	Other:										
	Apprenticeship & Trade										
	Total Institute Credit	19	61	12	38,217	42.50	17	54	0	33,236	36.93
	Industry Credit										
	Total Industry Credit		89	165	7,147	29.78		112	182	9,569	39.87
	Workbased Training										
	Total Workbased Training										
	Non-Credit										
	Total Non-Credit		36	168	7,265	30.27		41	278	6,945	28.94
Total Skills Training Credit		19	186	345	52,628	102.55	17	207	460	49,750	105.74
Basic Education	**Basic Education Credit**										
	Adult 12										
	Adult 10										
	Academic GED										
	Total BE Credit	0	0	0	0	0.00	0	0	0	0	0.00
	Basic Education Non-Credit										
	Employability/Life Skills										
	English Language Training										
	General Academic Studies										
	Literacy	n/a	n/a	n/a		n/a	n/a	n/a	n/a		n/a
	Total BE Non-Credit										
Total Basic Education		0	0	0	0	0.00	0	0	0	0	0.00
University	***Total University***	1	4		549	1.41		3		273	0.70
Total		**20**	**190**	**345**	**53,177**	**103.96**	**17**	**210**	**460**	**50,023**	**106.44**

adult learners returning to the education sector to enhance their skill sets for employment within the region. Part-time credit offerings were in high demand as employment rates remained high. When compared to last year institute offerings increased.

The Industry Credit program area continues to be a major contributor to the success of the district. Industry Credit programming increased in outlying areas within the district in 2006-07 which was the effect of an increase of 16% from the previous year.

Skills Training Non-Credit

This district continued to run the Personal Career and Development Program in partnership with CanSask. This training has been very successful for the development of entry level skills and education required for placement within the workforce. One of the highlights for 2006-07 was the increase in computer training which has improved non-credit training by 56%. This resulted in more training being offered in outlying areas within the district, and adult learners returning to the education sector to enhance their skill sets in order to maintain and/or keep up with the growing demand of technology.

"I chose to attend the Southeast Regional College in Assiniboia to pursue a business career. Taking classes right in my home town allowed me to gain the skills and knowledge I will need while learning in a comfortable setting. By having a small class, I had the opportunity to get individual attention, making it the perfect scenario to succeed."

Marnel Rasmussen
Assiniboia Business Certificate

Welding program

"I am really glad I took the Pre-Employment Welding course in Assiniboia. We got to see actual things that come into a welding shop. The instructor was great and willing to help us out when we needed. I am sure this course will give me many job opportunities."

Justin Kirby
Assiniboia Pre-Employment Welding

MOOSE MOUNTAIN DISTRICT

The main campus for this district is located in Estevan. Other communities in the district where the College offered programs during 2006-07 were Redvers, Carlyle, Oxbow and Carnduff. Crude oil production remains one of the main industries within the district and demand for certified and skilled workers is outpacing the supply. This created numerous training opportunities for the College, especially training delivered by the Energy Training Institute (ETI).

Skills Training Credit

During 2006-07, the Moose Mountain district delivered two full-time credit courses. These included the Continuing Care Assistant and Hairstylist programs offered at the Estevan campus.

A total of 12 part-time courses were delivered in Estevan, Redvers and Carlyle. Early Childhood Education and Continuing Care Assistant modules were once again offered on site through evening and weekend courses. Rounding out the part-time offerings on the Estevan campus was the Nail Technician course.

Industry Credit programming played a major role at the Estevan Campus once again in 2006-07. The ever increasing demand in the oil industry increased overall safety training. Early Safety Training (EST) weeks were held during the February and Easter breaks in Estevan, Carlyle and Redvers with students taking advantage of the EST bursary. Three spring training weeks were added to Carnduff, Redvers and Oxbow.

Southeast Regional College
Comprehensive Enrollment by Program Group—Souris Moose Mountain Region

		Actuals									
		2005-2006					2006-2007				
		Student Enrollment			Participant Hours	FLEs	Student Enrollment			Participant Hours	FLEs
	Program Groups	FT	PT	Cas			FT	PT	Cas		
Skills Training	Institute Credit										
	SIAST	16	107	4	43,905	48.78	41	97		42,585	47.32
	Other:		8		408	0.45		12		1,626	1.81
	Apprenticeship & Trade										
	Total Institute Credit	16	115	4	44,313	49.23	41	109	0	44,211	49.13
	Industry Credit										
	Total Industry Credit		297	1,975	38,451	160.22		287	2,262	43,409	180.87
	Workbased Training										
	Total Workbased Training										
	Non-Credit										
	Total Non-Credit		121	525	17,729	73.87		75	332	10,110	42.12
Total Skills Training Credit		**16**	**533**	**2,504**	**100,492**	**283.32**	**41**	**471**	**2,594**	**97,730**	**272.12**
Basic Education	Basic Education Credit										
	Adult 12	20	14		15,831	17.59	14	20		15,969	17.74
	Adult 10	12	16		11,109	12.34	6	9		6,250	6.94
	Academic GED										
	Total BE Credit	32	30	0	26,939	29.93	20	29	0	22,219	24.68
	Basic Education Non-Credit										
	Employability/Life Skills										
	English Language Training										
	General Academic Studies		14		224	0.53		9		162	0.39
	Literacy	n/a	n/a	n/a		n/a	n/a	n/a	n/a		n/a
	Total BE Non-Credit	0	14	0	224	0.53	0	9	0	162	0.39
Total Basic Education		32	44	0	27,163	30.46	20	38	0	22,381	25.07
University	***Total University***	11	30		5,499	14.10	10	36		6,006	15.40
Total		**59**	**607**	**2,504**	**133,154**	**327.88**	**71**	**545**	**2,594**	**126,117**	**312.59**

Continuing Care Assistant program

These training weeks consisted of five safety courses being offered at a reduced rate. Many companies and students took advantage of the reduced rates and completed all five courses to benefit from the program.

The Moose Mountain district saw a rise in the number and types of safety programs being offered in 2006-07. A 1st Line Blowout Prevention (BOP) course was held for the first time, four weeks of Fall Protection and Rig Rescue were held, and a Drilling Waste Management course was offered in Redvers. Well Service BOP, Detection and Control of Flammable Substances, Special Provisional Engineer, Certificate of Recognition (COR), Small Employer Certificate of Recognition (SECOR) and Safety Management and Regulatory Awareness for Well Site Supervisors were some of the specialized classes run. Service Rig Assessor courses were offered in Estevan as well. The Professional Oilfield Driving Course proved popular with students as two courses ran. Total increases to Industry Credit have been approximately 12%.

Industry Non-Credit

Computer classes were held in Estevan, Redvers and Carnduff. Microsoft Word, Excel and Access, both beginner and advanced, were popular courses this year. QuickBooks was also well received in Estevan.

Ed2go online courses were once again quite popular for the district. Students continued to look towards online training and accessing training courses from the comfort of their home.

Another successful course was run for Sask Power this year. The Fundamentals of Project Management saw 30 employees start the first of seven modules in working towards their Project Management certification.

Another group of students successfully completed the Oil and Gas Production Accounting program in 2006-07. The Principles of Inventory and Operation Control were run enabling students to work towards their Certificate in Purchasing. Total Industry Non Credit was down about 58%.

"I was enrolled in the Business Administration program and have benefited in numerous ways from choosing Southeast Regional College. I enjoyed being able to stay in my hometown and because of smaller class sizes, I was able to get to know my classmates and instructor on a personal level."

Michelle Deichert
Business Administration
Estevan Campus

TRANSCANADA DISTRICT

The TransCanada District includes campuses in Whitewood, Moosomin and Indian Head. The College delivers a variety of programs and services to clients within the district from these locations and other sites in individual communities. In 2005-06, an Aboriginal Consultant was hired to work with First Nation communities within the Southeast Regional College as a whole, with the majority of those communities falling within the TransCanada District. The TransCanada Consultant position works from the Moosomin office, with the Aboriginal Consultant based out of the Whitewood office. The two consultants have been cooperating in delivering programs both on First Nations and elsewhere within the district. Both the Moosomin and Whitewood locations deliver programs in Skills Training Credit and Non Credit areas.

Skills Training Credit

This area is comprised of full and part-time Institute Credit programs and Industry Credit courses. TransCanada offered three full-time credit programs in 2006-07: Continuing Care Assistant, which has been offered for several years with maximum registration. The Electrician Certificate program was offered for the first time in Moosomin. The third program was a Pre-Trades Plumbing and Pipefitting program in Moosomin which started in May of 2007 and carried over into the summer. The program ran in the same facility as Electrical with enrollment at 80% of maximum. TransCanada was able to offer the program due to additional mid-year funding from the province.

Southeast Regional College
Comprehensive Enrollment by Program Group—TransCanada Region

		Actuals									
		2005-2006					2006-2007				
	Program Groups	Student Enrollment			Participant Hours	FLEs	Student Enrollment			Participant Hours	FLEs
		FT	PT	Cas			FT	PT	Cas		
Skills Training	Institute Credit										
	SIAST	16	52		29,085	32.32	46	67	4	60,617	67.35
	Other:										
	Apprenticeship & Trade										
	Total Institute Credit	16	52	0	29,085	32.32	46	67	4	60,617	67.35
	Industry Credit										
	Total Industry Credit		133	217	11,871	49.46		63	287	7,197	29.99
	Workbased Training										
	Total Workbased Training										
	Non-Credit										
	Total Non-Credit		43	342	5,427	22.61		43	217	3,975	16.56
Total Skills Training Credit		16	228	559	46,383	104.39	46	173	508	71,789	113.90
Basic Education	Basic Education Credit										
	Adult 12	43	11		37,222	41.35	40	13		43,181	47.98
	Adult 10	15	8		14,381	15.98	78	11		38,408	42.67
	Academic GED							7		2,184	5.20
	Total BE Credit	58	19	0	51,603	57.33	118	31	0	83,773	95.85
	Basic Education Non-Credit										
	Employability/Life Skills										
	English Language Training										
	General Academic Studies		15		1,905	4.54		17		1,226	2.92
	Literacy										
	Total BE Non-Credit	0	15	0	1,905	4.54	0	17	0	1,226	2.92
Total Basic Education		58	34	0	53,508	61.87	118	48	0	84,999	98.77
University	*Total University*		1		39	0.10		2		78	0.20
Total		74	263	559	99,930	166.36	164	223	508	156,866	212.87

Heavy Equipment Operator programs were held in July and November 2006, and two programs were held starting in May 2007 in conjunction with the Town of Indian Head. Enrollment was at maximum capacity in all but one class. The students did work at the PFRA Research Farm and the PFRA Shelterbelt Farm. The students were very successful in finding work in their related field.

The College delivered Safety Training to Gee Bee Construction and Harvest Operations in Kipling during the fall of 2006 with First Aid /CPR and Confined Space training. The Confined Space Simulator was brought in for the training.

Safety Training weeks were delivered during school breaks in both Whitewood and Moosomin. An additional Safety Training week for university students and seasonal workers ran very successfully in May.

Skills Training Non-Credit

TransCanada District continued to offer 10 day 1A Truck Driver Training courses. Students were able to spend the first three days driving in the Whitewood and Moosomin areas then six days of city driving followed by their test in Yorkton. The 1A driver training continued to be a well sought after program. Several computer courses were also delivered in Kipling and Moosomin.

Overall the total Skills Training Credit participation hours were up 55% and full load equivalents were up by 9%.

Aboriginal Training

The southeast region consists of 10 First Nation communities and two Tribal Council Regions. Ten First Nations have signed under Treaty 4; three First Nations are in Treaty 2 geographical locations. The general governance of all of these First Nations is under Chief and Council authority. Funding is dependant on the individual First Nation status with INAC (Indian and Northern Affairs of Canada). Diverse programs have been offered on-site at the participating communities. On-site programs offer equal opportunity for all members wishing to be involved in the programs and courses. Skills training offered in this region include Credit and Non Credit programs.

Success in the region is contributed to College awareness and face-to-face on-site interaction between the College and the First Nations. Addressing the training needs based on what is requested from the committees and members ensures a flourishing working relationship within the region.

Heavy Equipment Operator program, Cowessess First Nation

Skills Training Credit

The 2006-07 fiscal presented numerous part-time credit programs in the region. Early Childhood Education SIAST Educator 1 certification classes were successfully offered at White Bear First Nation #70. This program was attended by members from Pheasant Rump First Nation and Ocean Man First Nation #69, as well as non first nation students. First Nation members abundantly participated in the on and off reserve part–time credit SIAST Heavy Equipment Operator (HEO) programs offered at various locations in the region. Heavy Construction Flag Training and Ground Disturbance were included with the HEO courses to enhance the employability of the students. A variety of employers were involved in the on-reserve programming to inform students of current employment opportunities available. First Nations students in the region also participated in the full-time SIAST accredited programs of Multi-Mechanical, Plumbing, and Continuing Care Assistant hosted at the Moosomin and Whitewood Campuses.

Numerous other credit programs were held in this district. Safety courses were hosted by Cowessess First Nation #73, Ochapowace First Nation #71, White Bear First Nation #70/Bear Claw Casino, Carry the Kettle First Nation #76 and Ocean Man First Nation #69. These courses are significant to gaining employment within many industries but are vital to gain employment in the Oil and Gas industry. Cowessess and Pheasant Rump First Nations both successfully hosted the Saskatchewan Justice Security Guard Training classes. Security Guard Training encourages peace keeping for all community members. Cowessess and Carry the Kettle First Nations promoted customer service by sponsoring a Service Best, Sask Tourism program for their administration, gas station and golf course staff. Ochapowace enhanced on-reserve training and employment opportunities by offering Bus Driver training. Agro Forestry was attended at the Whitewood Campus by a cross section of first nation and non first nation's people.

Skills Training Non-Credit

Non-credit courses bring valued hands-on training to the participants. Computer classes such as PowerPoint, Outlook, Word, Excel, Access and Windows XP were offered at Ochapowace First Nation #71. Dream Weaver Web Design was held at Carry the Kettle (CTK) to enhance employee's knowledge on updating the CTK web site. Programs of this nature are useful to educate the members on the equipment and computer systems that are available to them on-site. The training aids the participants in finding gainful employment through using the systems to create resumes, produce other required documents and how to use the internet to locate employment opportunities. A successful Shop Maintenance program was sponsored by SEIF and facilitated at Kahkewistahaw. Sakimay held a Farrier class to enlighten members with horses how to care for them. To keep up with maintenance requirements, Carry the Kettle offered Fireman's Papers and on-site examination.

"My experience at Southeast Regional College was different than I had ever thought I would ever do and accomplish. I am now employed in the Sun Country Health Region and I can honestly say that I love my job. I recommend the Continuing Care Assistant course to anyone—it is definitely a rewarding career!"

Allison Moore
Continuing Care Assistant, Whitewood

ACCOUNTABILITY TABLES

GOAL **ENDS #1 – BASIC EDUCATION & RELATED ACTIVITIES**

1. Individuals disengaged from the workplace will acquire the knowledge and skills to obtain employment or pursue their studies in a post-secondary program of study.

OBJECTIVES

OBJECTIVES	KEY/MAJOR INITIATIVES
1.1 – To ensure the Basic Education (BE) programs at the Southeast Regional College are accessible, affordable and are meeting the needs of the community.	Basic Education programs are offered in the southeast region where there is a demand. To meet the demand for ESL in Estevan evening classes were added
1.2 – To ensure Aboriginal people's needs are being served by BE & related programming.	The majority of the students enrolled in the four Aboriginal on-reserve programs took the GED at the conclusion of their program with varied success rates.
1.3 – To provide training to BE instructors. To provide instructors with the skills and knowledge they need to ensure the quality of their programs.	Instructor training plans have been implemented as scheduled. They have been encouraged and supported as they continue to participate in curriculum workshops, Saskatchewan Adult Basic Education workshops. This initiative is ongoing until all the new curriculum is implemented.
1.4 – To ensure all students in the Basic Education programs receive training in essential and employability skills.	At present, we are using the "new" Life Work Skills curriculum (Adult 10) with all programs and grades. This has been an excellent way for instructors to become familiar with the curriculum. We are continuing to ensure essential skills are part of the Adult Basic Education programs.
1.5 – To develop a policies and procedures manual for Basic Education.	Review of old policy manual has been completed but there is currently no plan in place for revisions. (Carry forward to 2007-08).
1.6 – To ensure that all Basic Education programs are being assessed on a regular basis.	All students complete the student satisfaction survey at the conclusion of their program year. Results of the evaluations will be discussed with instructors and used to identify strengths and weaknesses. More work needs to done to complete this objective.

PERFORMANCE MEASURES

MEASURES	2006-07 TARGETS	2006-07 RESULTS
All Basic Education Programs are accessible and affordable.	All students requiring financial assistance will have access to Provincial Training Allowance (PTA).	All Basic Education students who requested PTA were awarded.
Aboriginal student's needs are being met.	The College works with the Aboriginal consultant to identify and offer programs for Aboriginal students.	As a result of mid-year adjustments four BE programs were offered on-reserve and a GED program.
Instructors have access to appropriate training.	All instructors attend applicable curriculum workshops.	All instructors attended curriculum workshops with the exception of the Aboriginal instructors who did not start their programs until February.
Assessment of programs.	All programs are assessed at least once per year.	The majority of students completed a student satisfaction survey at the end of the year.

GOAL **ENDS #2 – UNIVERSITY & VOCATIONAL TECHNICAL TRAINING**

2. Individuals requiring post-secondary credentials to obtain employment in their chosen field shall receive the necessary credit or credentials to obtain employment or to continue their studies.

OBJECTIVES

OBJECTIVES	KEY/MAJOR INITIATIVES
2.1 – Implement a long term strategy for university programming. The needs assessment to be completed by the end of June will address the escalating costs and flat revenues and expand the reach of university programming. This may be part of the escalating cost solution, and better match program delivery with needs.	Needs Assessment was completed and will be used in planning for 2007-08. In the process of planning for fall university classes we are partnering with Cypress Hills College to offer Chemistry and Math. We were involved in the Accessibility and Affordability study conducted by the Minister of Advanced Education and Employment. Our students and staff were well received during the focus group. We completed a written submission which is referenced on several occasions in the interim submission. The College was one of the selected institutions to participate in further focus groups related to PTA.
2.2 – To develop a long term strategy for Vocational Technical programming in region.	We are continuing to explore alternative programming to meet the needs of the communities. In the fall we will be using the mobile trades training trailer to offer welding in Whitewood.
2.3 – To conduct a feasibility study of Building Code Training for Canadians (BCTC) and Saskatchewan Building Officials Association (SBOA) and if warranted, develop and implement levels 2 and 3.	In progress not completed. We are waiting on a list of changes to the Building Code and other information from the Building Officials. The feasibility study will be completed following the national assessment of SBOA.
2.4 – To provide necessary training to ensure the reliable delivery of technology enhanced learning to staff and instructors.	We have a training program in place for instructors. We hired a student at the Estevan campus to assist with the equipment.
2.5 – Examine distance education and ensure our strategy, structure, roles and responsibilities are effective, clear, understand and result in tangible results.	This objective has been carried forward to the 2007-08 business plan.
2.6 – Enhance the connection between the counsellors and consultants as it relates to programming decisions.	We will continue to nurture relationships through shared information and joint meetings.
2.7 – To develop policies and procedures in the Post-Secondary area.	This objective has been carried forward to the 2007-08 business plan. We are subject to the U of R and SIAST policies in most cases.

PERFORMANCE MEASURES

MEASURES	2006-07 TARGETS	2006-07 RESULTS
Accessible programs.	Programs are offered throughout the region so students have access close to home.	Vocational Technical programs were offered in five different locations in the southeast.
Use of technology to increase programming opportunities.	The ICLN (Interactive Cyber Learning Network) is used to expand programming.	ICLN was used to increase the number of university classes offered at the Estevan and Weyburn campuses. ICLN was also used to offer the Business Administration program between Estevan and Weyburn.
Assessment of programs.	All programs are assessed at least once per year.	The majority of students completed a student satisfaction survey at the completion of their program.

GOAL **ENDS #3 – BUSINESS & INDUSTRY**

3. Public and private sector organizations and businesses will have the knowledge and skills to sustain and grow their operations.

OBJECTIVES

OBJECTIVES	KEY/MAJOR INITIATIVES
3.1 – Continue to develop our sales and service culture.	Continued growth in this area, with consistent meetings and looking into appropriate client tracking software.
3.2 – Continue the repositioning of the Energy Training Institute for future growth.	The Training Grounds concept is being conducted. Great success in Rig Tech apprentice program.
3.3 – Through education and training, support the participation of Aboriginals in the regional economy.	Success of this initiative has resulted in a permanent position for the Aboriginal Consultant in Whitewood.
3.4 – Implementation of Profit Centre Concept for the Business and Industry Division.	This objective has been moved to the 2007-08 Business Plan under Objective 5.4.
3.5 – Enhance the operation of the division through the design and implementation of policy to guide identification and delivery of Industry Credit, Industry Non Credit and Institute Credit programs.	Two policies have been developed for the division. A policy for staff taking B& I courses is in place. A policy for students who register for a class and do not attend (No Show Policy) is pending approval.
3.6 – Identify and, based on accepted business cases, add new market responsive programs and services for the division.	Project identified as part of the ESITP (Energy Sector & Immigration Training Proposal). Training Ground Project – planning has begun. Two focus groups were conducted in May and June of 2007. Work will continue in 2007-08 to continue to identify potential opportunities for the college.
3.7 – Prepare and execute market responsive Campus Plans for each college area that will focus on the growth of the division in terms of: a. New programs and services b. New Markets c. Revenue generation d. Contribution levels	Needs assessment and Campus Business Plans for each college area and the Aboriginal plan have been completed for 2007-08. Projects for significant growth in programs and services were identified.

PERFORMANCE MEASURES

MEASURES	2006-07 TARGETS	2006-07 RESULTS
Growing the different segments of our business.	Continue to search for opportunities to expand our program and service mix.	Three major projects are in different stages of completion and development.
Improving how we identify and respond to client needs.	Establish processes that connect us to our clients and their needs.	Completion of regional needs assessment. Assessment of customer relationship management software. Customer satisfaction surveys were conducted.
Building partnerships.	Enhance existing and established new partnerships.	Working relationship with First Nation Partners. Tri-College partnership operations. Enhancing partnerships with Enform and Keiberg.

GOAL 5 — **ENDS #4 – COMMUNITY RELATIONS, SUPPORT, & ENGAGEMENT:**
4. Build and maintain positive relationships with businesses, organizations, government, and individuals in support of education and community development.

OBJECTIVES

OBJECTIVES	KEY/MAJOR INITIATIVES
4.1 – Develop, document, and implement the tools and processes required to support the fundraising activities of the Foundation.	Processes were developed for all fundraising activities from identifying potential donors to awarding scholarships and bursaries. Public awareness and promotion of the Foundation were achieved through no-cost approaches and regular donor contact. Scholarships and Bursaries have been transitioned into recruitment tools.
4.2 – Develop, document, and implement the tools and processes required to support the operation of the Foundation.	Bookkeeping and banking efficiencies have been established for the Foundation. Business planning was approved through to 2008. The Foundation Board of Directors received a new resource in the Director's Handbook.
4.3 – Expand scholarships, bursaries, and careerships to achieve the targeted growth levels outlined in the Key Performance Indicators, targeting specific Donor groups.	Processes were developed for identifying and pursuing donors with high donation potential. The Foundation was successful in receiving additional funding from current donors and suppliers.
4.4 – Create awareness, educate, and promote Safety Training for youth.	The Early Safety Training Program continued to be a popular program for youth in Southeast Saskatchewan. Local businesses continued to provide donations in support of the bursary program. The Foundation organized the most successful golf tournament fundraiser in the program's history. Significant progress was made towards the development of a provincial high school safety course.
4.5 – Provide support to community based initiatives.	The staff channel yielded promising new applicants for the Community Chest Program.

PERFORMANCE MEASURES

MEASURES	2006-07 TARGETS	2006-07 RESULTS
Community Scholarships & Bursaries - Designated	$20,000	$11,310
Event-based Fundraising & Sponsorships - Non-designated (Centennial Merit Scholarship Funds)	$15,500	$2,683
Centennial Merit Scholarship Matching Funds	$15,500	$11,825
Early Safety Training Donations, Fundraising & Sponsorships	$29,000	$16,000
College Funded Scholarships & Bursaries	$18,000	$14,097
Supplier Scholarships - Designated	$1,000	$1,000
Careerships	$5,000	$0

GOAL **ENDS #5 – STUDENT SUPPORT**

5. Students will have access to services which will assist them in being successful.

OBJECTIVES

OBJECTIVES	KEY/MAJOR INITIATIVES
5.1 – The counselling and advising programs will be assessed to ensure they are adequately meeting the needs of students.	Students who access counselling services are assessed at the completion of the appointment. Canadian Agricultural Skills Service (CASS) Program has also been very demanding. Southeast College has one of the highest volumes of CASS clients in the province.
5.2 – Students accessing counselling and advising services will complete evaluations to determine their level of satisfaction with services.	Students complete a satisfaction survey at the completion of their coursework. An assessment instrument for counselling will be developed in the 2007-08 academic year.
5.3 – Counsellors will have access to training to ensure they have the skills to perform their jobs.	All counsellors have a training plan. In the new year counsellors will all select an area of expertise which will help them to focus their training plan. Professional Development is encouraged and support is provided.
5.4 – Establish a relationship with the new school division to provide enhanced counselling services to high school students.	A proposal was submitted to the school division in May and meetings are scheduled for the fall. The first step will be to identify funding for a pilot project.
5.5 – Develop policies related to counselling services offered at the College.	More work still needs to be done. Policy will be a priority in 2007-08 plan.

PERFORMANCE MEASURES

MEASURES	2006-07 TARGETS	2006-07 RESULTS
All students have access to a counsellor.	A counsellor is available for all programs.	All BE students and university students have access to a counsellor.
Establish a relationship with the school division.	Meet with the director of the school division and other pertinent contacts.	A meeting was set up with the director and a proposal was submitted to offer enhanced counselling service.
Maintain and promote CASS.	Ensure all clients requiring an Individual Learning Plan (ILP) have access to a counsellor.	We hired additional counsellors to meet the demands of CASS and better serve the clients.
Assessment of services.	All counselling services will be assessed on a regular basis.	Only some of the counselling services are currently being assessed.

Performance Measures
College System

Skills Training – Institute Credit		2006-2007		2005-2006	
		#	FLE	#	FLE
Number of Student Enrollments - expressed in terms of full load equivalents (FLE's) and distinct enrollment		447	209.56	396	164.36
Number of Graduates		224		166	
Number of Completers		222		280	
		%		%	
Participation (Enrollment) Rate %	# of Institute Credit Enrol'ts (FT + PT) / Total # Credit Enrollments (FT + PT)	29.49		26.84	
Graduation Rate	# of Institute Credit Graduates (FT + PT) / Total # of Institute Credit Enrol'ts (FT + PT)	50.11		40.53	
Emp. Rate from Follow-Up Surveys of FT. Graduates	# of Institute Credit FT Graduates that are working / (# of Inst. Cr. FT. Grads that were contacted *minus* # Inst Cr. FT. Grads that went to further training)	N/A		N/A	
Continued to Further Training Rates of FT. Students	# of Institute Credit FT. Grads that continued to further training / (# of Inst Cr. FT. Graduates contacted *minus* # Inst Cr. FT. Grads employed)	N/A		N/A	
Skills Training – Institute Credit — Aboriginal Persons Statistics		%		%	
Aboriginal Participation (Enrollment) Rate	# of Aboriginal Enrol'ts (FT + PT) / Total # Enrollments (FT + PT)	9.62		8.42	
Graduation Rate of Aboriginal Persons	i) # of Aboriginal Graduates (FT + PT) / Total # of Graduates (FT + PT)	10.27		9.74	
	ii) # of Aboriginal Graduates (FT + PT) / Total # of Aboriginal Enrol'ts (FT.+ PT)	53.49		46.88	
Employment Rates of Fulltime Aboriginal Persons	# of Aboriginal Graduates that are working / (# of Ab. Grad. contacted *minus* # Ab. Grads that went to further training)	N/A		N/A	
Continued to Further Training Rates of Fulltime Aboriginal Persons	# of Aboriginal Graduates that continued to further training / (# of Ab. Grads. contacted *minus* # of Ab. Grads employed)	N/A		N/A	

Performance Measures
College System

Skills Training – Industry Credit		2006-2007		2005-2006	
		#	FLE	#	FLE
Number of Student Enrollments - expressed in terms of full load equivalents (FLE's)		4376	392.23	3766	348.56
Number of Graduates		4283		3702	
Number of Completers		49		63	
		%		%	
Participation (Enrollment) Rate %	# of Industry Credit Enrol'ts (FT + PT) / Total # Credit Enrollments (FT + PT)	49.08		54.10	
Graduation Rate	# of Industry Credit Graduates (FT + PT) / Total # of Industry Credit Enrol'ts (FT + PT)	97.72		97.00	
Emp. Rate from Follow-Up Surveys of FT. Graduates	# of Industry Credit FT Graduates that are working / went to further training	N/A		N/A	
Continued to Further Training Rates of FT. Students	# of Industry Credit FT. Grads that continued to further training / (# of Ind. Cr. FT. Graduates contacted *minus* # Ind. Cr. FT. Grads employed)	N/A		N/A	
Skills Training – Industry Credit — Aboriginal Persons Statistics		%		%	
Aboriginal Participation (Enrollment) Rate	# of Aboriginal Enrol'ts (FT + PT) / Total # Enrollments (FT + PT)	3.9		5.22	
Graduation Rate of Aboriginal Persons	i) # of Aboriginal Graduates (FT + PT) / Total # of Graduates (FT + PT)	3.58		5.25	
	ii) # of Aboriginal Graduates (FT + PT) / Total # of Aboriginal Enrol'ts (FT + PT)	89.66		97.50	
Employment Rates of Fulltime Aboriginal Persons	# of Aboriginal Graduates that are working / (# of Ab. Grad. contacted *minus* # Ab. Grads that went to further training)	N/A		N/A	
Continued to Further Training Rates of Fulltime Aboriginal Persons	# of Aboriginal Graduates that continued to further training / (# of Ab. Grads. contacted *minus* # of Ab. Grads employed)	N/A		N/A	

Performance Measures
College System

Basic Education – ABE Credit		2006-2007		2005-2006	
		#	FLE	#	FLE
Number of Student Enrollments - expressed in terms of full load equivalents (FLE's)		225	144.9	181	115.94
Number of Graduates		23		11	
Number of Completers		156		103	
		%		%	
Participation (Enrollment) Rate %	# of ABE Credit Enrol'ts (FT + PT) / Total # Credit Enrollments (FT + PT)	14.84		12.78	
Graduation Rate	# of ABE Credit Graduates (FT + PT) / Total # of ABE Credit Enrol'ts (FT + PT)	10.18		6.08	
Emp. Rate from Follow-Up Surveys of FT. Graduates	# of ABE Credit FT Graduates that are working / (# of ABE. Cr. FT. Grads that were contacted *minus* # ABE Cr. FT. Grads)	57.14		66.67	
Continued to Further Training Rates of FT. Students	# of ABE Credit FT. Grads that continued to further training / (# of ABE Cr. FT. Graduates contacted *minus* # ABE Cr. FT. Grads employed)	76.92		80.00	
Basic Education – ABE Credit — Aboriginal Persons Statistics		%		%	
Aboriginal Participation (Enrollment) Rate	# of Aboriginal Enrol'ts (FT + PT) / Total # Enrollments (FT + PT)	51.33		36.46	
Graduation Rate of Aboriginal Persons	i) # of Aboriginal Graduates (FT + PT) / Total # of Graduates (FT + PT)	26.09		9.09	
	ii) # of Aboriginal Graduates (FT + PT) / Total # of Aboriginal Enrol'ts (FT + PT)	5.17		1.52	
Employment Rates of Fulltime Aboriginal Persons	# of Aboriginal Graduates that are working / (# of Ab. Grad. contacted *minus* # Ab. Grads that went to further training)	0.00		0.00	
Continued to Further Training Rates of Fulltime Aboriginal Persons	# of Aboriginal Graduates that continued to further training / (# of Ab. Grads. contacted *minus* # of Ab. Grads employed)	60.00		100.00	

University		2006-2007		2005-2006	
		#	FLE	#	FLE
Number of Student Enrollments - expressed in terms of full load equivalents (FLE's)		100	40.4	89	40.31
Participation (Enrollment) Rate %	# of university Enrol'ts (FT + PT) / Total # Enrollments (FT + PT)	6.6		6.29	
University – Aboriginal Persons Statistics		%		%	
Aboriginal Participation (Enrollment) Rate	# of Aboriginal Enrol'ts (FT + PT) / Total # Enrollments (FT + PT)	1.00		3.37	

Performance Measures
College System

Skills Training - Non-Credit		2006-2007		2005-2006	
		#	FLE	#	FLE
# of Student Enrollments - expressed in terms of full load equivalents (FLE's) and distinct enrollment		1319	130.17	1538	155
Number of Completers		1313		1531	
		%		%	
Participation (Enrollment) Rate %	# of Skills Training Non-Credit Enrol'ts (FT + PT)) / Total # Non-Credit Enrollments (FT + PT)	90.71		90.10	
Skills Training - Non-Credit — Aboriginal Persons Statistics		%		%	
Aboriginal Participation (Enrollment) Rate	# of Aboriginal Enrol'ts (FT + PT) / Total # Enrollments (FT + PT)	10.24		10.61	

Basic Ed - Non-Credit		2006-2007		2005-2006	
		#	FLE	#	FLE
Number of Student Enrollments - expressed in terms of full load equivalents (FLE's) and distinct enrollment		26	3.3	29	5.07
Number of Completers		22		29	
		%		%	
Participation (Enrollment) Rate %	# of Basic Ed Non-Credit Enrol'ts (FT + PT) / Total # Non-Credit Enrollments (FT + PT)	9.29		9.90	
Basic Ed Non-Credit- Aboriginal Persons Statistics		%		%	
Aboriginal Participation (Enrollment) Rate	# of Aboriginal Enrol'ts (FT + PT) / Total # Enrollments (FT + PT)	26.92		13.79	

"This has been one of the greatest experiences of my life. I would recommend the Hairstylist course through Southeast Regional College to anyone that is considering Hairstylist as a career... Our class is such a close group of people and our teacher is awesome."

Bev Tatarliov
Hairstylist Program

Southeast Regional College
Equity Participation Enrollments by Program Group

		Actuals 2005-2006											
		Aboriginal			Visible Minority			Disability			Total Enrollment		
	Program Groups	FT	PT	Cas	FT	PT	Cas	FT	PT	Cas	FT	PT	Cas
Skills Training	Institute Credit												
	SIAST	3	29		1	9		1	4	1	85	283	16
	Other:											12	
	Apprenticeship & Trade												
	Total Institute Credit	3	29	0	1	9	0	1	4	1	85	295	16
	Industry Credit												
	Total Industry Credit		40	118		12	28		4	22	2	764	3,000
	Non-Credit												
	Total Non-Credit		28	35		3	7		5	4		264	1,274
Total Skills Training Credit		3	97	153	1	24	35	1	13	27	87	1,323	4,290
Basic Education	Basic Education Credit												
	Adult 12	34	7		5			2	2		85	36	
	Adult 10	16	9		3	2		1			34	26	
	Academic GED												
	Total BE Credit	50	16	0	8	2	0	3	2	0	119	62	0
	Basic Education Non-Credit												
	Employability/Life Skills												
	English Language Training												
	General Academic Studies		4									29	
	Literacy	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a			23
	Total BE Non-Credit	0	4	0	0	0	0	0	0	0	0	29	23
Total Basic Education		50	20	0	8	2	0	3	2	0	119	91	23
University	*Total University*	1	2		1	1			3		34	55	
Total		**54**	**119**	**153**	**10**	**27**	**35**	**4**	**18**	**27**	**240**	**1,469**	**4,313**

Actuals 2006-2007											
Aboriginal			Visible Minority			Disability			Total Enrollment		
FT	PT	Cas	FT	PT	Cas	FT	PT	Cas	FT	PT	Cas
11	32		3	10		3	2		147	284	6
				1						16	
11	32	0	3	11	0	3	2	0	147	300	6
	29	96		6	34		11	30	3	741	3,632
	26	54		11	16		2	9		254	1,065
11	87	150	3	28	50	3	15	39	150	1,295	4,703
32	9		7	2		2	2		72	37	
61	9		11	1		5	2		88	22	
	5			1						7	
93	23	0	18	4	0	7	4	0	160	66	0
	7			2						26	
n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a			
0	7	0	0	2	0	0	0	0	0	26	0
93	30	0	18	6	0	7	4	0	160	92	0
	1					1			29	71	
104	**118**	**150**	**21**	**34**	**50**	**11**	**19**	**39**	**339**	**1,458**	**4,703**

Southeast Regional College
Student Success by Program Group

		Actuals 2005-2006											
		Total Student Completed			Total Student Graduated			Total Employed			Going on to Further Education		
	Program Groups	FT	PT	Cas	FT	PT	Cas	FT	PT	Cas	FT	PT	Cas
Skills Training	Institute Credit												
	SIAST	79	194	4	1	142	12	40	40		5	7	
	Other:		3			11							
	Apprenticeship & Trade												
	Total Institute Credit	79	197	4	1	153	12	40	40	0	5	7	0
	Industry Credit												
	Total Industry Credit	2	26	35		743	2,959						
	Workbased Training												
	Total Workbased Training												
	Non-Credit												
	Total Non-Credit		264	1,267									
Total Skills Training Credit		81	487	1,306	1	896	2,971	40	40	0	5	7	0
Basic Education	Basic Education Credit												
	Adult 12	58	14		7	4		15	8		34	7	
	Adult 10	29	2					6	1		13	1	
	Academic GED												
	Total BE Credit	87	16	0	7	4	0	21	9	0	47	8	0
	Basic Education Non-Credit												
	Employability/Life Skills												
	English Language Training												
	General Academic Studies		29										
	Literacy												
	Total BE Non-Credit	0	29	0	0	0	0	0	0	0	0	0	0
Total Basic Education		87	45	0	7	4	0	21	9	0	47	8	0
University	***Total University***	32	51			15							
Total		200	583	1,306	8	915	2,971	61	49	0	52	15	0

NOTE—Employed and further education data is incomplete for skills training as not all programs have followup done.

N/A = not available
Completed = the total number of students who completed course requirements or remained to the end of the program
Graduated = the number of students who successfully completed all course requirements resulting in achievement of certification by a recognized credit granting institution

Actuals 2006-2007											
Total Student Completed			Total Student Graduated			Total Employed			Going on to Further Education		
FT	PT	Cas	FT	PT	Cas	FT	PT	Cas	FT	PT	Cas
10	198	2	125	86	4	70	7		8	10	
	12			13							
10	210	2	125	99	4	70	7	0	8	10	0
1	13	35		727	3,556						
	253	1,060									
11	476	1,097	125	826	3,560	70	7	0	8	10	0
48	15		21	1		11	5		32	6	
81	5		1			12	1		26	1	
	7										
129	27	0	22	1	0	23	6	0	58	7	0
	22										
0	22	0	0	0	0	0	0	0	0	0	0
129	49	0	22	1	0	23	6	0	58	7	0
29	70			12							
169	**595**	**1,097**	**147**	**839**	**3,560**	**93**	**13**	**0**	**66**	**17**	**0**

"This was such a great decision we made to have him take this course... It's a great program that teaches students many of the skills that will make them so sought after by heavy machinery companies."

Melissa & Daryl Lucking
Heavy Equipment Operator

Southeast Regional College
Equity Participation Completers and Graduates by Program Group

		Actuals																	
		2005-2006									2006-2007								
		Aboriginal			Visible Minority			Disability			Aboriginal			Visible Minority			Disability		
	Program Groups	E	C	G	E	C	G	E	C	G	E	C	G	E	C	G	E	C	G
Skills Training	Institute Credit																		
	SIAST	32	23	15	10	9	2	6	2	5	43	17	23	13	5	7	5		4
	Other:													1					
	Apprenticeship & Trade																		
	Total Institute Credit	32	23	15	10	9	2	6	2	5	43	17	23	14	5	7	5	0	4
	Industry Credit																		
	Total Industry Credit	158	2	154	40	2	39	26		26	125		119	40		39	41	1	39
	Workbased Training																		
	Total Workbased Training																		
	Non-Credit																		
	Total Non-Credit	63	63		10	10		9	9		80	80		27	27		11	11	
Total Skills Training Credit		253	88	169	60	21	41	41	11	31	248	97	142	81	32	46	57	12	43
Basic Education	Basic Education Credit																		
	Adult 12	41	32	1	6	4	2	4	2		41	31	5	9	5	2	4	2	2
	Adult 10	25	17		5	3		1	1		70	59	1	12	10	1	7	4	1
	Academic GED										5	5		1	1				
	Total BE Credit	66	49	1	11	7	2	5	3	0	116	95	6	22	16	3	11	6	3
	Basic Education Non-Credit																		
	Employability/Life Skills																		
	English Language Training																		
	General Academic Studies	4	4								7	5		2	1				
	Literacy	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Total BE Non-Credit	4	4	0	0	0	0	0	0	0	7	5	0	2	1	0	0	0	0
Total Basic Education		70	53	1	11	7	2	5	3	0	123	100	6	24	17	3	11	6	3
University	*Total University*	3	3	1	1	1		3	3		1						1	1	
Total		326	144	171	72	29	43	49	17	31	372	197	148	105	49	49	69	19	46

n/a = not available
E = total enrollment
C = Completers (the total number of students who completed course requirements or remained to the end of the program)
G = graduates (the total number of students who successful completed all course requirements resulting in achievement of certification by a recognized credit granting institution)

Southeast Regional College
Workbased Training

Program Year	Distinct Employers	Contracts	Distinct Trainees	Trainee Outcomes				Department Funding (Paid Dollars)
				In Progress	Completed Successfully	Completed Unsuccessfully	Did Not Complete	
2004-05	17	24	95	0	77	8	10	$408,778
2005-06	20	24	48	0	41	2	5	$202,916
2006-07*	24	32	91	15	75	0	1	$227,006

** 2006-07 Program Year results will appear inconsistent with previous years as contracts are still in progress and information is still being processed.*

NOTES:

Program Year is based on contract start date between July 1st and June 30th of a given year.

Results include both Workbased Training for the Unemployed (WTU) and Workbased Training for the Employed (WTE) contracts.

Department Funding includes dollars paid to employer and then reimbursed by Department of Advanced Education & Employment, excluding any administration fees.

All counts of Trainees are based upon unique individuals.

Query results run on October 30, 2007

COLLEGE STAFF

Bonnie Adacsi-Cooke	Program Delivery Associate
Sheri-Lynn BeBeau	Consultant
Jennifer Betterton	Registration Clerk *(from Aug 24, 2006)*
Brian Binns	Career and Student Services Counsellor *(to Dec 31, 2006)* Basic Education and Counselling Coordinator *(from Jan 1, 2007)*
Louise Bird	Instructor Aide *(Mar 26 to June 20, 2007)*
Norma Bloor	Program Delivery Secretary *(to Nov 13, 2006)* Executive Offices Secretary *(from Nov 14, 2006)*
Jennifer Broughton	Career and Student Services Counsellor *(from Mar 2006)*
Barbara Burroughs	Program Delivery Secretary
Kim Bye	Assistant to the General Manager *(to Oct 15, 2006)*
Anita Cameron	Instructor Aide *(from Apr 2, 2007)*
Cheryl Campbell	Instructor, Basic Education *(Mar 8 to June 20, 2007)*
Lisa Cantlon	Associate Dean of Academics
Nadine Coderre	Instructor Aide *(Mar 28 to May 31, 2007)*
Ila Connery	Dean of Finance and Administration *(to Apr 17, 2007)* Executive Manager Projects *(from Apr 18, 2007)*
Heather Donald	Instructor, Basic Education
Jennifer Donald	Program Delivery Secretary *(from Aug 28, 2006)*
Heather Dorcas	Counsellor/Project Manager
Anna Fish	Instructor, Basic Education
Melanie Forseth	Program Delivery Associate
Margaret Fuchs	Career and Student Services Counsellor
Charlotte Halabuza	Consultant
Lori Hall	Instructor, Business Certificate
Laura Hamilton	Senior Coordinator, Academics
Margo Hammett	Program Delivery Secretary
Dave Harazny	Executive Director of the Education Foundation *(from Sept 1, 2006)*
Klint Harder	IT Manager
Jennifer Hawton	Program Delivery Secretary *(from Sept 5, 2006)*
Cindy Herberholz	Registration Clerk
Jody Holzmiller	Executive Assistant to President & CEO
Charlotte Hookenson	Instructor, Basic Education *(Feb 12 to May 31, 2007)*
Del Hunt	Program Delivery Clerk
Renee Hunt	Instructor, Basic Education
Jeanne Hunter	Instructor, Basic Education *(Mar 26 to June 30, 2007)*
Sharon Ivan	Accounts Receivable Clerk
Sherry Jenson	Administrative Assistant, Academics
Audrey Johner	Program Delivery Secretary *(from Aug 4, 2006)*
Judi Jones	Dean of Academics
Trent Jordens	Consultant
Shannon King	Instructor, Basic Education
Donna Kitchen	Instructor, Continuing Care Assistant *(Sept 18, 2006 to May 4, 2007)*
Belinda Kopp	Program Delivery Secretary *(from Jan 2, 2007)*

Blaise Kot	Instructor, ETI (Sept 20, 2006 to Apr 27, 2007)
Bev Kulach	University Advisor, Instructor, Basic Ed *(Mar 12 to June 20, 2007)*
Terry Ludtke	General Manager
Charmaine Luscombe	Instructor, Basic Education *(from Sept 12, 2006)*
Sandra Madigan	Instructor, Basic Education *(to Dec 20, 2006)* Career Counselor *(from Mar 5, 2007)*
Scott McLeod	Instructor, Electrical *(Sept 5 to June 22, 2007)*
Karen Melle	ETI Consultant
Graham Mickleborough	President and Chief Executive Officer
Debbie Millions	Program Delivery Secretary
Twyla Molnar	Instructor, Business Certificate *(to May 4, 2007)*
Laurel Moore	Aboriginal Consultant
Lorraine Musk	Payroll Clerk
Alvin Nixon	Instructor, Electrical *(Sept 11, 2006 to Feb 16, 2007)*
Carole Olson	Instructor, Basic Education
Sheena Onrait	Business and Industry Secretary *(from Jan 2, 2007)*
Linda Opoonechaw	Instructor Aide *(Apr 3 to June 30, 2007)*
Renee Oshowy	Job Start/Future Skills Secretary
Marvin Paulson	Instructor, Power Engineering *(to Oct 27, 2006)*
Evelyn Prior	Instructor, Basic Education
John Reitmeier	Instructor, Welding
Betty Ribling	Instructor, Basic Education
Meghan Roy	Instructor, Cosmetology
Maureen Safinuk	Instructor, Basic Education *(Mar 5 to June 13, 2007)*
Minerva Scammell	Instructor, Continuing Care Assistant
Ken Shackel	Consultant
Penny Shauf	Accounts Payable Clerk *(from Jan 17, 2007)*
Chris Sheldon	Instructor, Welding
Dalyn Sidloski	Accounting Technician *(to Apr 17, 2006)* Dean of Finance and Administration *(from Apr 18, 2007)*
Carol Smith-Aubert	Career Counsellor *(from Dec 11, 2006)*
Heliana de Souza-Wagner	Instructor, ESL *(from June 5, 2007)*
Gloria Stevenson	Marketing Manager
Lynn Tendler	Program Delivery Clerk
Don Vatamaniuck	Instructor, Electrical *(from Mar 5, 2007)*
Joedy Wallin	Accounts Payable Clerk *(to Jan 1, 2007)* Accounting Technician *(Jan 1, 2007)*
Robin Williams	Human Resource Manager
Helene Wilson	Consultant *(on leave)*
Donna Windecker	Computer Support Coordinator
Ed Zychkowski	Lead Consultant

SOUTHEAST REGIONAL COLLEGE
FINANCIAL STATEMENTS
YEAR ENDED JUNE 30, 2007

SOUTHEAST REGIONAL COLLEGE
STATEMENT OF MANAGEMENT RESPONSIBILITY

The financial statements have been prepared by management in accordance with Canadian generally accepted accounting principles and are in compliance with the provisions of legislation and related authorities. When alternative accounting methods exist, management has chosen those it deems most appropriate in the circumstances. Financial statements are not precise because they include certain amounts based on estimates and judgments.

In fulfilling its responsibilities and recognizing the limits inherent in all systems, management has developed and maintains a system of internal control designed to provide reasonable assurance that the College assets are safeguarded from loss and that the accounting records are a reliable basis for the preparation of financial statements.

The Board of Governors of the College is responsible for the review and approval of the financial statements, and ensures management fulfils its financial reporting responsibilities. The Board meets with management and with the external auditors to discuss the results of audit examinations and financial reporting matters. The external auditors have full access to the Board with and without the presence of management.

The financial statements have been audited by Dillon, Hillstead, Melanson, CGA Prof. Corp., Certified General Accountants. The Auditors' Report outlines the scope of their examination and provides their opinion on the fairness of the presentation of the information in the financial statements.

President

Director, Finance and Administration

August 31, 2007

To the Directors of Southeast Regional College:

We have audited the statement of financial position of Southeast Regional College as at June 30, 2007, and the statements of operations, changes in net assets and cash flows for the year then ended. The College is responsible for preparing these Financial Statements for the Treasury Board's approval. Our responsibility is to express an opinion on these Financial Statements based on our audit.

We conducted our audit in accordance with Canadian generally accepted auditing standards. These standards require that we plan and perform an audit to obtain reasonable assurance whether the Financial Statements are free of material misstatement. An audit includes examining, on a test basis, evidence supporting the amounts and disclosures in the Financial Statements. An audit also includes assessing the accounting principles used and significant estimates made by management, as well as evaluating the overall Financial Statement presentation.

In our opinion, these Financial Statements present fairly, in all material respects, the financial position of the College as at June 30, 2007, and the results of its operations and its cash flows for the year then ended in accordance with Canadian generally accepted accounting principles.

Weyburn, Saskatchewan
August 31 , 2007

Dillon, Hillstead, Melanson, CGA Prof. Corp.

Certified General Accountants

Southeast Regional College
Statement of Financial Position
as at June 30, 2007

Statement 1

	2007			2006
	Operating Fund	Capital Fund	**Total**	Total
Assets				
Current Assets				
Cash and temporary investments	$ 1,638,142	$ -	**$ 1,638,142**	$ 1,421,395
Accounts receivable (note 3)	788,626	30,454	**819,080**	645,940
Prepaid expenses	145,079	-	**145,079**	107,413
	2,571,847	30,454	**2,602,301**	2,174,748
Non-current Assets				
Capital assets (note 4)	-	920,239	**920,239**	1,102,874
Deferred rent (note 5)	-	15,000	**15,000**	30,000
	-	935,239	**935,239**	1,132,874
	$ 2,571,847	$ 965,693	**$ 3,537,540**	$ 3,307,622
Liabilities				
Current Liabilities				
Accrued salaries and benefits (note 6)	$ 174,273	$ -	**$ 174,273**	$ 174,735
Accounts payable and accrued liabilities	686,618	-	**686,618**	396,944
Unearned revenue (note 7)	795,142	-	**795,142**	594,761
Current portion of long term debt (note 8)	18,204	-	**18,204**	19,860
	1,674,237	-	**1,674,237**	1,186,300
Non-current Liabilities				
Long-term debt (note 8)	-	-	-	18,204
	1,674,237	-	**1,674,237**	1,204,504
Net Assets				
Invested in capital assets	-	965,693	**965,693**	1,132,874
Externally restricted (note 9)	10,332	-	**10,332**	8,364
Internally restricted (note 9)	641,852	-	**641,852**	766,821
Unrestricted	245,426	-	**245,426**	195,059
	897,610	965,693	**1,863,303**	2,103,118
	$ 2,571,847	$ 965,693	**$ 3,537,540**	$ 3,307,622

Approved on behalf of the Board

Approved on behalf of the Board

See Accompanying Notes

Southeast Regional College
Statement of Operations

Statement 2

for the year ended June 30, 2007

	Operating Fund			Capital Fund		**Total**	Total
	Budget 2007 (note 10)	2007	2006	2007	2006	**2007**	2006
Revenues (Schedule 1)							
Provincial Government	$ 4,460,426	$ 5,336,012	$ 4,303,381	$ 55,454	$ $136,782	**$ 5,391,466**	$ 4,440,163
Federal Government	-	-	-	-	-	-	-
Other revenue	3,215,227	3,355,820	2,732,858	5	24,468	**3,355,825**	2,757,326
	7,675,653	8,691,832	7,036,239	55,459	161,250	**8,747,291**	7,197,489
Expenses (Schedule 2)							
Agency contracts	2,337,185	2,236,686	2,092,714	-	-	**2,236,686**	2,092,714
Amortization	-	-	-	429,576	455,470	**429,576**	455,470
Equipment	127,030	378,347	294,591	(62,436)	-	**315,911**	294,591
Facilities	335,200	280,236	269,358	-	63,900	**280,236**	333,258
Information technology	201,205	229,949	187,890	-	-	**229,949**	187,890
Operating (Schedule 3)	1,485,076	1,462,938	1,164,080	-	-	**1,462,938**	1,164,080
Personal services	3,361,741	4,031,810	3,155,158	-	-	**4,031,810**	3,155,158
	7,847,437	8,619,966	7,163,791	367,140	519,370	**8,987,106**	7,683,161
(Deficiency) excess of revenues over expenses	$ (171,784)	$ 71,866	$ (127,552)	$ (311,681)	$ (358,120)	**$ (239,815)**	$ (485,672)

See Accompanying Notes

Southeast Regional College
Statement of Changes in Net Assets

Statement 3

for the year ended June 30, 2007

	2007			**2007**	2006
	Invested in capital assets	Restricted	Unrestricted	**Total**	Total
(Deficiency) excess of revenues over expenses	$ (311,681)	$ -	$ 71,866	**$ (239,815)**	$ (485,672)
Net assets, beginning of year	1,132,874	775,185	195,059	**2,103,118**	2,588,790
Interfund transfers:					
Invested in capital assets	144,500	-	(144,500)	-	-
Externally imposed restrictions (note 9)	-	1,968	(1,968)	-	-
Internally imposed restrictions (note 9)	-	(124,969)	124,969	-	-
Net assets, end of year	$ 965,693	$ 652,184	$ 245,426	**$ 1,863,303**	$ 2,103,118

Restricted details:

	Beginning Balances	To Restricted	From Restricted	Ending Balance
Externally Restricted				
Saskatchewan Building Officials Reserve	$ 8,364	$ 1,968	$ -	$ 10,332
Internally Restricted				
Reserve contingency fund	$ 300,361	$ -	$ 300,361	$ -
Community chest fund	50,000	6,330	56,330	-
Information technology fund	203,586	25,000	119,990	108,596
Facility fund	171,914	-	90,891	81,023
Building code training for Canadians fund	-	40,000	-	40,000
Indian Head fund	-	25,000	-	25,000
Facility manager fund	-	107,733	-	107,733
Project manager fund	-	38,000	-	38,000
Training ground consultant fund	-	50,000	-	50,000
Research and development fund	-	191,500	-	191,500
Furniture and equipment fund	40,960	-	40,960	-
	766,821	483,563	608,532	641,852
Total Restricted	$ 775,185	$ 485,531	$ 608,532	$ 652,184

See Accompanying Notes

Southeast Regional College
Statement of Cash Flows
for the year ended June 30, 2007

Statement 4

	2007	2006
Cash flows from operating activities		
Deficiency of revenues over expenses	**$ (239,815)**	$ (485,672)
Amortization of capital assets	**414,576**	440,470
Amortization of deferred rent	**15,000**	15,000
	189,761	(30,202)
Increase in accounts receivable	**(173,140)**	(104,701)
Increase in prepaid expenses	**(37,666)**	(31,090)
Decrease in accrued salaries and benefits	**(462)**	(15,934)
Increase (Decrease) in accounts payable and accrued liabilites	**289,674**	(104,358)
Increase (Decrease) in unearned revenue	**200,381**	(79,593)
Cash provided by (used in) operating activities	**468,548**	(365,878)
Cash flows from investing activities		
Purchase of capital assets	**(231,936)**	(328,456)
Cash used in investing activities	**(231,941)**	(328,456)
Cash flows from financing activities		
Financing of capital assets purchases		
Repayment of long term debt	**(19,860)**	(19,860)
Cash used in financing activities	**(19,860)**	(19,860)
Net increase (decrease) in cash and temporary investments	**216,747**	(714,194)
Cash and temporary investments, beginning of year	**1,421,395**	2,135,589
Cash and temporary investments, end of year	**$ 1,638,142**	$ 1,421,395
Cash	**$ 864,291**	$ 647,544
Temporary investments	**773,851**	773,851
	$ 1,638,142	$ 1,421,395

See Accompanying Notes

Southeast Regional College
Notes to the Financial Statements
for the year ended June 30, 2007

1. General Information

The Southeast Regional College offers educational services and programs under the authority of Section 14 of *The Regional Colleges Act*. The Board of the Southeast Regional College is responsible for administering and managing the educational affairs of the College in accordance with *The Regional Colleges Act* and its regulations.

The College's objectives are to promote the social, economic and cultural development of Southeastern Saskatchewan by facilitating learning options in partnership with community groups and businesses.

2. Significant Accounting Policies

These financial statements have been prepared in accordance with Canadian generally accepted accounting principles and include the following significant policies:

a) Fund Accounting

Funds are a separate self-balancing set of accounts for each accounting entity established within the accounting system, which segregate the transactions of a particular activity, as follows:

i. The Operating Fund accounts for the organization's programs delivery and administrative activities. The fund reports unrestricted resources and restricted operating and program grants.

ii. The Capital Fund reports the assets, liabilities, revenues and expenses related to the capital assets of the College.

b) Revenue Recognition

The College follows the restricted fund method of accounting for contributions. Restricted contributions related to general operations are recognized as revenue of the Operating Fund, in the year to which the related expenses are incurred. All other restricted contributions are recognized as revenue of the appropriate restricted fund, in the year received.

Unrestricted contributions are recognized as revenue in the year received or receivable, if the amount to be received can be reasonably estimated, and collection is reasonably assured.

Investment income earned from the resources of internally restricted funds, is recorded as income in the Operating Fund.

Tuition, fee and contractual revenue is recognized as revenue of the Operating Fund in the period in which the related services are provided.

c) Capital Assets

Purchased capital assets are recorded at cost. Contributed capital assets are recorded at fair market value at the date of contribution. Amortization is provided on a straight line basis over the estimated useful lives of the assets, and recorded as an expense in the capital fund, for the categories listed below:

Leasehold improvements	**Over the life of the lease to which they relate**
Program equipment and office equipment	5 years
Computer hardware and systems software	3 years
Office furniture	10 years
Buildings	20 years

d) Use of estimates

These statements are prepared in accordance with Canadian generally accepted accounting principles. These principles require management to make estimates and assumptions that affect the reported amounts of assets and liabilities and disclosure of contingent assets and liabilities at the date the financial statements and the reported amounts of revenue and expenses during the period. Actual results could differ from those estimates. Differences are reflected in current operations when identified.

Southeast Regional College
Notes to the Financial Statements
for the year ended June 30, 2007

3. Accounts Receivable

Accounts receivable are composed of the following:

	2007 $	2006 $
Saskatchewan Advanced Education and Employment	**135,697**	110,626
Provincial Government - other	**212,162**	104,437
Other	**514,579**	450,480
Allowance for doubtful accounts	**(43,358)**	(19,603)
	819,080	645,940

4. Capital Assets

	Cost $	Accumulated Amortization $	Net Book Value 2007 $	Net Book Value 2006 $
Buildings	111,333	16,535	**94,798**	68,723
Leasehold improvements	1,326,375	839,880	**486,495**	619,140
Program equipment	548,864	359,527	**189,337**	150,480
Computer hardware	1,033,841	896,148	**137,693**	246,506
Office equipment	17,342	16,748	**594**	1,189
Office furniture	83,253	71,932	**11,322**	16,836
System software	50,065	50,065	-	-
	3,171,073	2,250,835	**920,239**	**1,102,874**

5. Deferred Rent

The College entered into a lease for facilities for a period of 10 years in 1998. A condition of the lease required an advance payment of $150,000 to the lessor of the premises. The payment has been recorded as deferred rent and will be amortized over the term of the lease at the rate of $15,000 per year.

6. Accrued Salaries and Benefits

Accrued salaries and benefits of $174,273 (2006 - $174,735) representing retroactive salary adjustments and vacation earned by employees but not yet paid, has been calculated and recorded in the accounts.

7. Unearned Revenue

Unearned revenue represents restricted funding for operating grants and program payments received in the current period, for operations of the subsequent period as follows:

	2007 $	2006 $
Saskatchewan Advanced Education and Employment	**732,811**	529,089
Other	**62,331**	65,672
	795,142	594,761

8. Long Term Debt

	2007 $	2006 $
General Motors Acceptance Corporation 0% 36 month financing secured by 2005 GMC Truck, monthly repayment terms of $1,655 commencing June 4, 2005	**18,204**	38,064
Less Current portion	**18,204**	(19,860)
	-	18,204

Southeast Regional College
Notes to the Financial Statements
for the year ended June 30, 2007

9. Restrictions on Net Assets

The Board of Governors has placed internal restrictions on certain net assets to be used for future expenditures as indicated on Statement 3. These internally restricted amounts are not available for other purposes without approval of the Board of Governors.

Under the agreement with the Saskatchewan Building Officials Association, for the delivery of the Building Code Training for Canadians program, a portion of the exam fees paid by students is to be set aside, in an externally restricted fund, for future revision and development of the program.

10. Budget Amounts

The budget amounts on the financial statements were prepared by Regional College Management and approved by the Board of Governors on May 31, 2006. The Minister approved the budget on July 25, 2006.

11. Related Party Transactions

Included in these financial statements are revenues and expenditures resulting from routine operating transactions conducted at agreed rates with various Crown controlled departments, agencies and corporations, with which the College is related. Account balances resulting from these transactions are included in the statements of financial position and operations. These transactions are settled on normal trade terms.

Transactions with related parties, incorporated in these financial statements, include the following:

Significant payments to related parties during the fiscal year:

	2007 $	2006 $
Association of Saskatchewan Regional Colleges	**21,313**	20,120
Government of Saskatchewan - other	**6,237**	7,336
Saskatchewan Property Management	**82,923**	71,580
Saskatchewan Regional Colleges	**14,898**	10,396
Saskatchewan Institute of Applied Sciences and Technology	**801,076**	646,260
SaskTel	**111,950**	88,585
SaskEnergy	**8,921**	8,858
Southeast Education Foundation	**24,113**	32,217
University of Regina	**18,858**	142,639

Significant receipts from related parties, with the exception of Saskatchewan Advanced Education and Employment receipts that are detailed in Schedule 1, during the fiscal year:

	2007 $	2006 $
Apprenticeship and Trade Certification Commission	**65,755**	17,536
Saskatchewan Agriculture – Canadian agricultural skills service	**836,451**	314,546
Saskatchewan Culture, Youth and Recreation	**7,000**	-
Saskatchewan Finance	**32,150**	21,858
Saskatchewan Learning	**47,130**	-
Saskatchewan Regional Colleges	**42,436**	69,722
Saskatchewan Student Financial Aid - Merit Scholarship	**11,825**	8,750
Saskatchewan Government Insurance	-	5,576
Sask Power	**121,701**	153,568
Saskatchewan Institute of Applied Sciences and Technology	**93,590**	37,699
Southeast Education Foundation	-	28,767
University of Regina	**9,943**	1,467
Workers' Compensation Board	**36,836**	57,275

Southeast Regional College
Notes to the Financial Statements
for the year ended June 30, 2007

Significant accounts payable to related parties as at June 30/07:

	2007 $	2006 $
Saskatchewan Property Management	**5,415**	9,666
Southeast Education Foundation	**50,000**	-
University of Regina	**6,479**	-

Significant accounts receivable from related parties, with the exception of Saskatchewan Advanced Education and Employment receipts that are detailed in Schedule 1, as at June 30/07:

	2007 $	2006 $
Saskatchewan Agriculture – Canadian agricultural skills service	**238,758**	19,600
Saskatchewan Finance	**8,064**	7,216
Saskatchewan Regional Colleges	**5,179**	4,593
SaskPower	**30,910**	57,781
SaskTel	**5,944**	14,050
Southeast Education Foundation	**12,979**	12,831

12. Financial Instruments

Cash, temporary investments, accounts receivable, accounts payable and accrued liabilities, and accrued salaries and benefits are all short term in nature, and as such, their carrying value approximates fair value.

The College is exposed to credit risk from non-payment of accounts receivable. Credit risk is minimal for amounts due from Saskatchewan Advanced Education and Employment and other amounts due from the Provincial Government. All other receivables are reported at estimated net realizable value.

13. Pension Plans

Employees of the College are members of the Teachers' Superannuation Plan, the Saskatchewan Teachers Retirement Plan or a defined contribution plan established by the Southeast Regional College. The College's obligations under these arrangements are limited to matching employee's contributions of the defined contribution plan established by the Southeast Regional College. Pension contributions for 2007 totaled $127,298 (2006 - $102,430).

14. Lease Commitments

The College has obligations for leases of office equipment and premises. Future minimum payments for the next five years total $851,922 with the following annual payments:

Year	$
2007-08	245,419
2008-09	210,597
2009-10	186,229
2010-11	129,855
2011-12	79,822

Southeast Regional College
Schedule of Operating Fund Revenues by Function
for the year ended June 30, 2007

	General	Skills Training		Basic Education		2007
		Credit	Non-credit	Credit	Non-credit	
Provincial Government						
Saskatchewan Advanced Education and Employment						
Base grant	$ 2,317,372	$ -	$ -	$ -	$ -	
Program payments	-	1,685,237	-	833,826	-	
Other	40,000	95,366	-	36,278	-	
	2,357,372	1,780,603	-	870,104	-	
Other Provincial	3,262	26,950	-	-	5,776	
	2,360,634	1,807,553	-	870,104	5,776	
Federal Government						
Projects	-	-	-	-	-	
Other Revenue						
Admin recovery	-	-	-	-	-	
Contracts	1,691	167,174	52,608	13,259	6,600	
Interest	84,366	-	-	-	-	
Rents	5,206	-	-	-	-	
Resale items	195	348,840	28,317	21	1,358	
Tuitions	-	2,211,838	233,390	35,649	9,322	
Other	582	-	-	-	-	
	92,040	2,727,852	314,315	48,929	17,280	
Total revenues	2,452,674	4,535,405	314,315	919,033	23,056	
Total expenses (Schedule 2)	3,236,832	3,949,840	160,553	702,544	14,959	
Excess (deficiency) of revenues over expenses	$ (784,158)	$ 585,565	$ 153,762	$ 216,489	$ $8,097	

See Accompanying Notes

Schedule 1

University Credit	Services Learner Support	Services Counsel	**2007 Total**	2007 Budget (note 10) Total	2006 Total
$ -	$ -	$ -	**$ 2,317,372**	$ 2,144,736	$ 2,053,661
-	-	30,000	**2,549,063**	1,690,825	1,503,243
-	50,000	53,118	**274,762**	624,865	675,626
	50,000	83,118	**5,141,197**	4,460,426	4,232,530
-	-	158,828	**194,816**	-	70,851
-	50,000	241,946	**5,336,013**	4,460,426	4,303,381
-	-	-	-	-	-
-	-	-	-	-	-
-	-	480	**241,812**	607,426	303,434
-	-	-	**84,366**	57,816	72,344
-	-	-	**5,206**	812	8,070
-	-	-	**378,731**	277,413	310,577
154,788	-	135	**2,645,122**	2,265,454	2,022,159
-	-	-	**582**	6,305	16,274
154,788	-	615	**3,355,819**	3,215,226	2,732,858
154,788	.50,000	242,561	**8,691,832**	7,675,652	7,036,239
223,997	45,716	285,525	**8,619,966**	7,847,436	7,163,791
$ (69,209)	$ 4,284	$ (42,964)	**$ 71,866**	$ (171,784)	$ (127,552)

Southeast Regional College
Schedule of Operating Fund Expenses by Function
for the year ended June 30, 2007

					2007
	General	Skills Training		Basic Education	
		Credit	Non-credit	Credit	Non-credit
Agency contracts	$ (5,194)	$ 1,992,472	$ 100,350	$ 4,259	$ (770)
Equipment	38,085	327,869	17	5,913	-
Facilities	83,658	149,819	4,991	31,635	1,831
Information technology	191,045	36,353	-	-	-
Operating (Schedule 3)	761,636	530,552	46,060	65,685	1,336
Personal services	2,167,602	912,775	9,135	595,052	12,562
	$ 3,236,832	$ 3,949,840	$ 160,553	$ 702,544	$ 14,959
			$ 4,110,393		$ 717,503

See Accompanying Notes

Schedule 2

University	Services		**2007**	2007	2006
Credit	Learner Support	Counsel	**Total**	Budget (note 10) Total	Total
$ 143,452	$ -	$ 2,117	**$ 2,236,686**	$ 2,337,185	$ 2,092,714
-	6,463	-	**378,347**	127,030	294,591
-	-	8,302	**280,236**	335,200	269,358
-	2,551	-	**229,949**	201,206	187,890
25,009	2,033	30,627	**1,462,938**	1,485,075	1,164,080
55,536	34,669	244,479	**4,031,810**	3,361,740	3,155,158
$ 223,997	$ 45,716	$ 285,525	**$ 8,619,966**	$ 7,847,436	$ 7,163,791
		$ 331,241			

Southeast Regional College
Schedule of Operating Expenses
for the year ended June 30, 2007

Schedule 3

	2007	2007	2006
		Budget (note 10)	
	Total	Total	Total
Advertising	**$ 192,332**	$ 244,307	$ 151,266
Association fees and dues	**15,336**	18,954	13,855
Bad debts	**41,170**	43,283	27,797
Financial services	**7,955**	3,600	6,348
In-service	**68,835**	141,372	62,342
Insurance	**19,877**	19,440	18,815
Materials and supplies	**251,519**	262,063	192,751
Printing and copying	**45,231**	38,188	28,787
Professional services	**97,753**	113,572	57,409
Resale items	**310,814**	270,993	307,353
Subscriptions	**1,793**	3,037	1,299
Telephone and fax	**92,328**	85,072	78,448
Travel	**231,880**	209,174	175,876
Other	**85,566**	32,020	41,734
	$ 1,462,389	$ 1,485,075	$ 1,164,080

See Accompanying Notes

GLOSSARY OF TERMS

Program Groups:

Institute Credit – education and training which leads to a credential i.e. certificate, diploma, degree; from a recognized credit-granting institution.

Industry Credit –education and training which leads to a credential that is recognized by an industry association or sector, regulatory body or licensing agency.

Non-Credit – education and training that does not result in credentials or certification but meets the specific needs identified for an industry(s), group(s), firm(s) or sector(s) or leads to or enhances a person(s)/group(s) employability or enhances community and/or social development or develops hobby, leisure and recreation skills.

Basic Education Credit – academic skills development that leads to certification at a grade 10 12 level or prepares individuals to write the GED exams.

Basic Education Non-credit – enhances an individual's reading, writing, and numeracy skills or develops personal and life skills necessary for employment activities or teaches English as a second language.

Student Enrollments: total number of unique students enrolled in program session(s) or course(s) within program sessions that are part of a specific Program Group.

Full-time Student: is defined as one who is taking courses that collectively require a minimum of 18 hours of scheduled class time per week for a minimum period of 12 weeks. There are two exceptions to this definition:

a) for Apprenticeship and Trade: a complete level (depending on the trade) is required; and
b) for university courses: a minimum of 234 hours of scheduled class time for the academic year.

Part-time Student: is defined as (a) one who is taking courses of less than 12 weeks duration, even if they collectively require more than 18 hours of scheduled class time per week; or (b) one who is taking courses that are at least 12 weeks in duration but collectively require less than 18 hours of scheduled class time per week.

Casual Student: is defined as one who is taking courses (within a program group) that collectively total less than 30 hours.

Participant Hours: is defined as the total time (in hours) all students are actively involved in a program (courses) of study.

Full Load Equivalents (FLE): is defined as the total participant hours divided by the accepted full-load equivalent factor for a program group. Full Load Equivalents are calculated as follows:

Institute Credit:	1 FLE = 900 participant hours
Industry Credit:	1 FLE = 240 participant hours
Non-Credit:	1 FLE = 240 participant hours
BE Credit:	1 FLE = 900 participant hours
BE Non-Credit:	1 FLE = 420 participant hours
University:	1 FLE = 390 participant hours

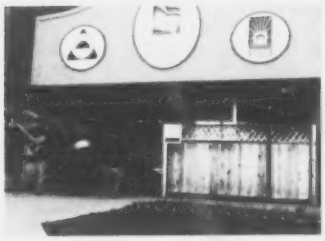
Completers: students who remained to the end of the program.

Graduates: students who completed all course requirements resulting in certification of training by a recognized body.

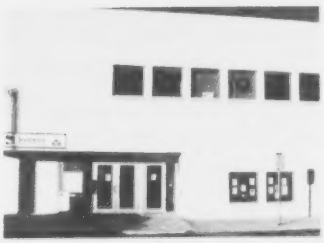
Program Delivery Centre: an established entity (campus, learning centre, office) that coordinates the delivery of programs and courses of a defined geographic area within the College region.

CAMPUS LOCATIONS

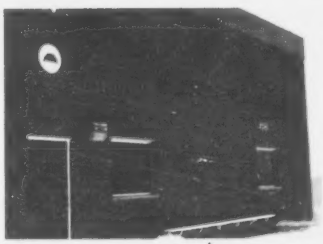
Administration Office
629 King Street
Box 2003, Weyburn, SK S4H 2Z9
Telephone: 848-2370
Fax: 848-2524

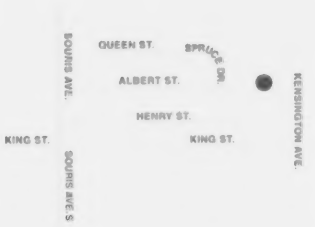


Assiniboia Campus
Prince of Wales Building
201 Third Avenue West
Box 1059, Assiniboia, SK S0H 0B0
Telephone: 642-4287
Fax: 642-3397

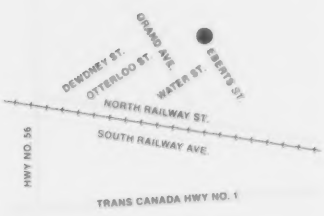


Estevan Campus
255 Spruce Drive
Box 5000-130
Estevan, SK S4A 2V6
Telephone: 637-4795
Fax: 634-8060





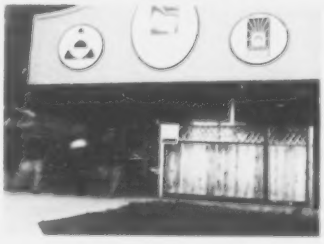
Indian Head Basic Education Centre
708 Otterloo Street
Box 248, Indian Head, SK S0G 2K0
Telephone: 695-2228
Fax: 695-2226



Moosomin Basic Education Centre
904 Gordon Street
Box 1457, Moosomin, SK S0G 3N0
Telephone: 435-2439
Fax: 435-4051

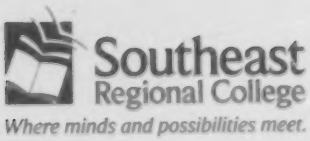
Moosomin Campus
Provincial Office Building
709 Carleton Street
Box 1457, Moosomin, SK S0G 3N0
Telephone: 435-4631
Fax: 435-4639

Weyburn Campus
629 King Street
Box 2003, Weyburn, SK S4H 2Z9
Telephone: 848-2500
Fax: 848-2517



Whitewood Campus
708 5th Avenue
Box 250, Whitewood, SK S0G 5C0
Telephone: 735-2290
Fax: 735-2999

TOLL FREE REGISTRATION: 1-866-999-7372
www.southeastcollege.org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